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UNIVERSITY GRANTS COMMITTEE

Report of the Committee on
LIBRARIES



INDEX



prepared by the SCONUL Secretariat,

The Library,
University College,
CARDIFF

1969

FOREWORD

The need for indexes to government reports has long been recognised by their users, if not by the publisher. The inclusion of an index in the (Dainton) Report of the National Libraries Committee is a welcome development.

This index had already been prepared when that Report appeared and exemplifies a somewhat different approach to the problem, but the headings have been compared with those used in the Dainton Report index and have been modified to conform where possible.

References are normally to paragraphs in the main body of the report. Recommendations and conclusions are indicated by asterisks. References in roman numerals are to the preliminary pages. The paragraphs of the introduction are numbered separately from the text as a whole and are indicated by a prefixed 'introduction'. Other references (p. and pp.) are to pages in the appendices which have not been indexed in detail.

August 1969.

INTRODUCTION

1. We were appointed in July 1963, with the following terms of reference:

'To consider the most effective and economical arrangements for meeting the needs of the Universities and the Colleges of Advanced Technology and Central Institutions for books and periodicals, taking into account expanding staff and student populations, the possible needs of other users, the growth of research, the rising costs of books and periodicals and the increasing capital cost of library accommodation; to assess how far greater use might with advantage be made of shared facilities, both between the institutions themselves and between them, outside library systems and other institutions, and of modern methods of reproduction; and to report'.

2. In order to obtain evidence covering as wide a range of experience as possible, several different associations and organisations in the library world were asked to give their views on library provision and to reply to questions which were varied to cover the differing needs and special interests of the bodies concerned. So as to learn the views of 'consumers', evidence was collected from learned societies, from associations of university teachers, from teaching staff and from students. Societies and associations were asked for their views on the special problems of library material for undergraduates, for graduates and research students and for university teaching staff. They were also asked to give their opinions on the adequacy of the national collections to support the highest standard of scholarship in each field. The Universities of Oxford and Cambridge were not regarded as representative of British universities for our purposes, because of the special nature of their collections. They were not therefore invited to give evidence on their internal arrangements. Institutions which gave evidence are included in the list at Section A of Appendix 1.

3. University teaching staff were approached through Deans of Faculties and Principals of Colleges. In all, 31 Deans were asked to co-operate in representative universities, both large and small, and six Principals of the then colleges of advanced technology⁽¹⁾. Faculties and departments were chosen to cover as wide a subject range as possible and the questionnaire was designed to procure information about the adequacy of library provision to meet the varying needs of different disciplines, the degree of liaison existing between library and academic staffs, and the extent of guidance and tuition in the use of libraries given at the institutions concerned.

4. Student views were obtained in several ways. Representatives of the National Union of Students gave evidence both written and oral. In addition, a questionnaire was prepared with the technical guidance of the Central Office of Information, and completed by over 1,300 students at interviews held in a wide variety of universities new and old, large and small. Full details of this survey are in Appendix 3. Account was also taken of the results of other surveys on

(1) Colleges of advanced technology and central institutions are referred to as such throughout the Report because they were in process of receiving their university charters during the period of the Committee's work.

student use of libraries, which had been carried out at the Universities of Birmingham, Leeds and Southampton. The results of these surveys are given in Appendices 5, 6 and 7, respectively.

5. So that we might have evidence on the various aspects of inter-library lending, the National Central Library prepared a survey of their loan applications for the period January-June 1964. This survey provided much valuable information and details from it are given in Appendix 4.

6. During a visit to the United States, the Chairman studied, on the Committee's behalf, the structure and organisation of libraries at the Universities of Chicago, Columbia, Cornell, Harvard, Michigan, Princeton, Wayne, Yale and also of the National Library of Medicine in Washington. Moreover, we were fortunate in that among our Members were several who were familiar with the organisation, functions and holdings of overseas national and university libraries.

7. The earlier Chapters of this Report describe the broad library scene and the part played by university libraries. We discuss the degree of co-operation which exists between university and other libraries in an area, the present deficiencies of the inter-library lending system and the contributions made by the National Lending Library for Science and Technology and the National Central Library. Chapters IV and V deal with the nature of collections and the acquisition of library material. The co-operative acquisition of foreign material was judged to be of sufficient importance to merit a chapter of its own (Chapter VI), and this is followed by Chapter VII which stresses the urgent need for a British national library with all the functions and responsibilities proper to such an institution. Chapter VIII is concerned mainly with accommodation provision and with the arguments for and against centralised and decentralised libraries within universities. (We have not concerned ourselves with architectural details in this Chapter because we understand that this aspect of the subject is being studied at the University Grants Committee). In Chapter IX we have examined the various services provided by libraries and the use of copying techniques and other modern aids. We have discussed here too the guidance which should be given to both undergraduate and postgraduate students on the way in which libraries could be used to the best advantage. Chapter X deals with technical processes especially cataloguing, and considers the use of mechanical equipment including computers. Library administration and staffing are discussed in Chapter XI and an attempt is made in Chapter XII to assess library costs and the financial implications of future developments.

8. We had in mind the importance, in the existing unprecedented expansion in student numbers, of library provision for university teaching and research. We deemed it appropriate to examine as many aspects of library service as was possible during the time at our disposal and took a broad view of our terms of reference. We are, however, fully conscious of the many problems which we were not able to resolve or even to suggest any solutions beyond the need for further investigation. We hope that these problems and the future development of university libraries will henceforth be kept under constant review by our recommended UGC Sub-Committee on University Libraries.

9. We now submit our Report.

CHAPTER I

THE LIBRARY SCENE

1. University libraries form a distinct category in the general pattern of library services in Britain. Other libraries may be classified as follows:

(a) *National libraries.* The library of the *British Museum* is unique, not only because of its size, but because of the special nature of its entitlement to a copy of every book published in Britain. It has recently established as one of its separate divisions a *National Reference Library of Science and Invention*. It is not a lending library, but it has extensive and expanding photocopying facilities. The *National Library of Scotland* in Edinburgh and the *National Library of Wales* at Aberystwyth are comprehensive libraries, but they have special functions as repositories for books, periodicals, manuscripts and documents relating to their respective countries. Like the *British Museum*, they are recognised—as are the Bodleian Library at Oxford and the University Library at Cambridge—as libraries of deposit under the Copyright Act, and are entitled, *on demand*, to a copy of every book published in Britain. Their collections are for consultation in their own reading rooms, but duplicate copies are occasionally sent out on loan, and manuscripts and printed books are regularly made available to readers, in photocopies. Two other libraries carry the word 'national' in their titles, although they differ radically from the ones already mentioned. The *National Central Library* (NCL), a chartered body governed by a board of trustees, was established in 1916 as the Central Library for Students, to meet the needs of adult education classes; it has considerably extended its activities and has become the pivot of the inter-library lending scheme for England and Wales. The *National Lending Library for Science and Technology* (NLL), established in 1957 as part of the Department of Scientific and Industrial Research, aims at a comprehensive collection of material of interest to scientists and technologists and at providing a rapid loan service to organisations engaged in research. (There are also the national archives, held at the Public Record Office and elsewhere).

(b) *Special libraries.* To this category belong libraries maintained by the various ministries, government organisations such as the Meteorological Office, the Royal Botanic Gardens at Kew and research establishments; industrial firms; learned societies, such particularly as the Royal Society, the Chemical Society, the Royal Geographical Society, the Royal Society of Medicine; professional bodies like the Royal Institute of British Architects, the Institute of Bankers, the Royal Institution of Chartered Surveyors; and many other bodies. Special libraries are as a rule wholly maintained by the parent body and they collect material which is of direct relevance to the interests and activities of that body. Books and periodicals are provided in the first place for members but, in many cases, the collections are made available to researchers other than members. Special libraries thus make a valuable contribution to the total resources available to students. Six hundred such libraries are members of the Association of Special Libraries and Information Bureaux (Aslib), which is an

association supported in part by public funds. Aslib was founded to facilitate the co-ordination and systematic use of sources of knowledge and of information in all the arts and sciences, and to promote the development of special libraries. Mention should also be made of the few remaining subscription libraries, dependent on their own resources and providing borrowing and reference facilities for members, both individuals and institutions. An outstanding example of such a library is the London Library (founded in 1841), which operates under a Royal Charter.

(c) *Public libraries.* The public libraries provide for the instructional and recreational reading of the public, catering for a large variety of tastes and for differing levels of requirements. They normally provide a reference service and a lending service, with special provision for consulting newspapers and periodicals. In many public libraries there is a special section for children. While it is generally true to say of the public library that it avoids specialisation and that it stocks such books as may be required by the intelligent citizen, libraries often concentrate on a special subject, such as local history or a particular commercial or industrial interest which may be of importance to the locality. The larger city libraries have extensive reference departments, the raw material of research, and special collections. As will become evident later in this Report, university students find these libraries extremely useful.

(d) *Libraries in institutions of higher education other than universities.* Under this head we include libraries in further education establishments and in colleges of education. The former may be designated local, area or regional colleges (dependent largely on the extent to which they provide courses of an advanced nature), or they may be specialised centres in art or in specific professional fields. (In Scotland, colleges where advanced work is carried out are known as central institutions). The colleges of education include both small colleges and also larger ones which will be offering courses leading to graduate qualification. All these colleges may have library needs or provision which make necessary liaison with university libraries. (See also paras. 63, 64 and 65).

(e) Many ecclesiastical foundations, especially the cathedrals have large libraries which often contain manuscripts and printed books of great scholarly value. A union catalogue of books printed before 1800 in such libraries, unfortunately not complete for all the cathedrals, is housed and available for consultation in the British Museum. Libraries in schools, ranging from the comparatively large ancient libraries at schools like Eton and Winchester, to the growing number in publicly-supported schools of all grades, should also be mentioned.

UNIVERSITY LIBRARIES

2. The university library partakes of the functions and duties of all the above categories. Like the library of the British Museum and the National Libraries of Scotland and of Wales, it is a repository for a great variety of material, in manuscript, typewritten, printed, photographed and recorded-speech form, which it is important to preserve irrespective of whether or not it is being put to current use. The value of the holdings of a university library is determined not only by their usefulness as instructional tools, but also by their research potential, a factor which it is not by any means easy to assess. As in the case of a special library, the prime obligation of a university library is to the members of the institution of which it forms a part. It has to satisfy the needs of the undergraduate

and must also meet the requirements of the graduate student who is embarking on research, and the much more complex and exacting demands of the mature scholar. Like the public library, the university library runs an extensive loan service, and has to undertake all the administration entailed in such a service. Thus it is seen that the duties which a university library is called upon to perform presuppose a wide range of resources, the employment of high-grade staff, professionally and academically qualified, and a high rate of expenditure.

3. The classification of libraries given above must not be taken to mean that libraries within the categories or the categories themselves are independent of one another. Co-operative links exist, both at regional and national level. There is close association between public libraries and industry in several areas. Some local authorities, in particular county councils, have integrated the resources of their public libraries and the libraries of the technical colleges under their jurisdiction, thus providing a commercial and industrial library and information service which is at the disposal of local business organisations. The Sheffield Interchange Organisation (SINTO), which has been in existence since 1933, is a well-known example of co-operation between public libraries and industrial libraries. It is based on the Sheffield Central Library, and has developed into an extensive system of inter-lending, the supplying of photocopies, and bibliographical services. Similar services are provided by the Manchester Technical Information Service (MANTIS), the Liverpool and District Scientific and Industrial Research Libraries' Advisory Council (LADSIRLAC) and the Co-operative Industrial Commercial Reference and Information Service (CICRIS), covering libraries in West London. Such schemes are also in operation on Tyneside, and at Huddersfield, Hull and elsewhere.

4. On a broader basis and more relevant to university libraries is the Scheme of Regional Library Co-operation, which was established between 1930 and 1940, mainly on the initiative of the Carnegie United Kingdom Trust. Under this scheme a union catalogue is maintained in each of the ten regions (with one exception) into which England and Wales are divided, with the aim of making known the contents of each library in the region. Any library which is unable to satisfy a request from its own stock forwards it to the regional bureau, and if the item is available in the region the holding library is asked to send it to the library making the request. If the item is not available in the region, the request is in most cases sent to the National Central Library—to which university libraries also apply direct—which may supply it from its own stock, or trace it to a special or academic library co-operating directly, or to another region by means of its own union catalogue, or by circulating the request. A similar scheme is worked in Scotland through the Scottish Central Library in Edinburgh. In this inter-lending scheme the university libraries play a prominent part.

5. All this shows that the libraries of British universities do not regard their obligations as being confined to students and teachers in their own institutions. They are an integral and important part of the general pattern of library services in Great Britain, and any assessment of their usefulness should take this fact into consideration. Together with the public libraries of the big cities and of certain larger counties, they constitute a rich accumulation of the records of mankind's experience and achievement. Their stocks are essentially comprehensive (except that in the new technical universities there will be special emphasis on certain fields) because they cater for the needs of men and women

who are collectively interested in all aspects of human knowledge. By participating in the co-operative schemes described above they make their resources available to students and scholars throughout the academic world, and to researchers, professional people and keen amateurs wherever they may be found. But the first duty of a university library is to the students and to the staff of that university.

Overseas university libraries

6. British university libraries are organised and administered along lines which are more comparable with those adopted in America than in continental Europe. Some of the salient differences are the following. In this country the library is a recognised part of the university, with which it is in every respect closely integrated. It draws its finance from general university funds, and it is as autonomous and independent of outside institutions as the university itself is. This is in striking contrast to the situation in France, where university libraries are responsible to the *Direction des Bibliothèques de France*, a division of the *Ministère de l'Éducation Nationale*, which even plans the building of each individual library; staff recruitment is on a national basis. (One result of this subservience of university libraries to the government is that co-ordination of library resources can easily be imposed from above, an example being the new university library built at Rennes in 1961 in conjunction with the municipal library.) Similarly in Italy university libraries are state libraries, staff recruitment is to the whole of the Italian library service, and directors of libraries are appointed by the Ministry of Education.

7. In the Scandinavian countries the libraries of the old universities have legal deposit privileges, and the material thus acquired has to be catalogued and made available to readers, whether or not they are members of the university. The Libraries of Oslo and Helsinki Universities have become the national libraries of their respective countries, while the opposite trend is seen at work at Stockholm and Copenhagen, where the Royal Libraries are adding to their functions as national libraries those of university libraries.

8. In contrast to the usual American and British practice of regarding the university library as embracing all faculty and departmental collections (though they may be housed at some distance from the main library) and of administering the various sections as one unit, in several continental countries, such as Austria, Germany, Italy, Spain and also in Scandinavia, there exist long-established sectional or institute libraries, which are entirely independent of the university library. A sectional library has as its head a professor, who has complete jurisdiction over the running of the library. It has its own budget, which has no connection with the finances of the university library, and it often happens that the total income of all the sectional libraries exceeds that of the university library. A sectional library has its own catalogue, and it is only rarely that its contents are incorporated in a union catalogue. It grants open access to members of the section only, but does not allow borrowing, whereas the university library is on closed access and lends. This duality not infrequently gives rise to frustrating friction between those associated with the two types of library. The German university library has been described as 'a state institution, associated with the university, but not under the authority of the faculties. At the same time it is a part of a co-operative system made up of all German state and municipal research libraries.

It is, therefore, placed in a position along the border between the university and the public domain. Similar to the clinic of the university, it is an institution which is to serve not only professors and students, but all citizens equally¹ (1.)

The British system

9. The British system has the following points in its favour. It makes for a balanced development of the whole collection, while at the same time making use of the specialist knowledge of heads of departments and their colleagues. It is important that a balance should be preserved, not only between the various disciplines and between faculties, but also between the needs of undergraduate teaching and those of postgraduate research. Another advantage of the British system is that readers at all levels have access to all sections of the university library, a principle which is becoming of increasing importance with the development of overlapping areas between academic disciplines. Again, a unified catalogue of all the holdings within a university is indispensable to the proper use of the material, particularly in relation to inter-library lending and borrowing. And lastly the librarian, acting through his committee on behalf of the entire library, can enforce a co-ordinated claim on general university funds. It is true that he is in competition with others whose claims carry great weight, and that they are all claims on funds which are always limited. But the librarian's claim is reinforced by the consideration that he is acting in the interest of the entire university and of all aspects of its work.

10. Apart from a few libraries attached to specialist schools, such as the Library of the School of Oriental and African Studies in the University of London, university libraries in Britain are of a general and comprehensive nature catering for a variety of needs. The needs of undergraduates are the easiest to assess and to provide for. (British universities should, however, be encouraged to investigate these needs systematically, and given the financial resources necessary for doing so and for implementing the results. The study⁽²⁾ done at Leeds with Nuffield Foundation funds is an example of this kind of investigation.) The nature and amount of material required by research workers of all grades are far less amenable to assessment. As each university library serves an institution which professes by its very nature to be, at least potentially, concerned with the sum of human knowledge, it might be assumed that the sum should be found in each library. The individual library however, could not possibly base its acquisition policy on such an assumption, and the possibility will progressively decrease with the accelerating increase in publications in all fields of learning, and particularly in the scientific field—what is known as the 'information explosion' of recent years.

11. Another factor that affects the comprehensiveness of university libraries is the need not only to satisfy present users but to anticipate future requirements. It is this consideration—with its implication that any publication based on any serious activity of the human intellect may be of interest to some researcher some day—that has prompted American librarians to build up their huge stocks. It may be desirable that a library's stock should carry all those

⁽¹⁾C. Wehmer, 'The Organisation and Origins of German University Libraries', *Library Trends*, 12 (4) (1964), pp. 495-6.

⁽²⁾See Appendix 6.

works which are indispensable to the proper comprehension of the subject in which the scholar is interested, and comprehension is here meant to include the research potential of the subject, but this does not mean that the library should be expected to provide all the material necessary to follow up all the lines of investigation which the comprehension of the subject may indicate. It should, however, be able to supply the apparatus which enables the researcher to locate the material he needs, and it should be able to set in motion the machinery by which the material is made available to him. The necessity to travel to the sources of information, which was imposed on most research workers up to quite recently, has now to some extent been obviated by the availability of photocopies and the facilities of inter-library lending.

The size of British university libraries⁽²⁾

12. Compared with university libraries in America, British university libraries are conspicuously small. Setting aside the gigantic collections of Harvard, with its eight million volumes, and Yale, with its six million, there are three American university libraries with over three million items, five with over two million, and fifteen with over a million. In Britain the only two libraries serving universities which have more than two million volumes are the Bodleian Library at Oxford and the Cambridge University Library, and the figure in each case is partly accounted for by the libraries' being deposit libraries under the Copyright Act. (The British Library of Political and Economic Science has a total of over one million separate items, but its number of bound volumes is only about 435,000.) Below the two copyright libraries there is a significant gap. The biggest university library has about 800,000 bound volumes and the smallest has about 160,000, the average (excluding the new universities) for all university libraries in Britain being around 365,000.

13. In comparing university libraries in the United States and the United Kingdom it is necessary to remember that generally there are much larger distances between libraries in America. For instance, the distance from London to Harvard is about the same as the distance from Harvard to Los Angeles. This distance factor makes it necessary for American university libraries to aim to be more comprehensive. Partly because of this, and partly because of the effect of distances on the time required to make inter-library loans, the volume of these loans in America is relatively much smaller than in this country.

14. Whether there is an optimum size for a university library, and if there is, what factors should determine it, is one of the many library topics on which research needs to be done. Mere magnitude is obviously no indication of excellence. On the other hand, it is possible to argue, as appears to be the case in some American universities, that the librarian should collect, contemporarily or retrospectively, all material having a research potential, regardless of whether it is of immediate use to members of his university or not. Old and rare books (often very expensive), acquired in furtherance of this principle, may have an additional prestige value for the library which may, as a result of its holdings, attract substantial benefactions from alumni and others. Notable examples of such benefactions can be seen in many American libraries; an outstanding example is the magnificent Beinecke Library at Yale University.

⁽²⁾See Appendix 2.

15. Book acquisition made on this principle accounts for the great size of so many American university libraries, and also for the discussions which sometimes take place about the rate of growth of these libraries. For example, Fremont Rider maintained in 1940 that on average American university libraries tended to double their holdings every fifteen years. In 1962 W. H. Axford showed⁽¹⁾ that only four libraries had doubled their size in the period between 1945 and 1960, and that the increase in twenty-five of the largest libraries was 78 per cent. He, however, supported Rider's axiom that the best universities are those whose libraries increase fastest. In 1963, George Piternick examined⁽²⁾ Axford's examination of Rider, and maintained that the mean doubling time was 20.1 years. Every library tends to acquire in a given year more books than it did the previous year. But he goes on to say that this need not be and should not be taken as a yardstick for measuring a university's efficiency.

16. So far as British university libraries are concerned, it can be stated that little is known with certainty about their adequacy, particularly for research purposes. We have made enquiries of teaching members of university staffs and have received exceedingly valuable comments, but such comments are the views of individuals based on their personal experience, and it would be unsafe to generalise upon them. There is need for a great deal of research into all aspects of library provision at universities, as will become apparent in connection with several topics in the course of this Report.

FUNCTIONS OF A UNIVERSITY LIBRARY

17. It is appropriate to start with the oft-quoted statement made by the University Grants Committee in its report of 1921: 'The character and efficiency of a university may be gauged by its treatment of its central organ—the library. We regard the fullest provision for library maintenance as the primary and most vital need in the equipment of a university.' This is as true to-day after forty-five years as it was when it was written, though the changed emphasis on certain aspects of university activities, due to a new conception of the relationship between the university and the community, has brought about a corresponding change in the functions, and consequently the staffing and administration, of the university library.

18. The large increase in the number of students at present attending universities is the most obvious difference between the sixties and the twenties of this century, and is probably the basis of all other changes. It has occasioned an increase in the number of teachers, which is governed and justified by an effort to maintain a student-staff ratio considered necessary for efficient teaching. Expansion of universities has meant that some young people are drawn from a social background which has not been conducive to reading and study, and new teaching methods have to be devised to meet their needs. Then the phenomenon often referred to as the 'information explosion' has obvious repercussions on library provision at universities. This means that the sum of human knowledge is increasing at a much faster pace than anything mankind has ever known. All over the world men are extending the traditional lines of investigation, and developing new ones, into all branches of learning, particularly in the sciences.

⁽¹⁾*College and Research Libraries*, 23 (4) (1962), pp. 345-357.

⁽²⁾*ibid.* 24 (3) (1963), pp. 223-229.

Publication, being the communicating link between all investigators in a particular field, is essential to the advancement of knowledge, and has now assumed a vast scale.

19. This has a bearing on the university situation in two ways. The gigantic output of scholarly publications, both in book and article form, and in a variety of languages, is the immediate concern of every university library, in that it has to be aware of the immense amount of published material, has to acquire a certain proportion of it, and has to employ methods of making available to the research worker what it cannot itself purchase. This extension of all the fields of human knowledge also affects the individual university teacher. Being no longer able to encompass the whole of his own subject, he is constrained to devote his attention to a particular aspect of it. As a result, the staff of a university department may in some cases consist of a number of highly-specialised scholars, whose combined scholarship may still very well fail to embrace every facet of their discipline. All this is reflected in university teaching, even at the undergraduate level, and even, indeed, in the student's first year. It sometimes happens that members of a Part I class are taught by four or five different members of the staff, each contributing to that section of the subject in which he is regarded as being the department's specialist. This tendency was deplored in the Hale Report⁽¹⁾ on University Teaching Methods (para. 32), as possibly leading to the concept of the undergraduate course as an introduction to research rather than the 'development of a mind and its training in method and attack'. This specialist teaching is, however, desirable and inevitable at the higher levels of the undergraduate course, and such concentration by experts on aspects of a subject extends and complicates the provision that a university library has to make in support of the teaching.

The university library and the undergraduate

20. All those concerned with university teaching would agree that it is gratifying to find that the old-fashioned 'lecture and text-book' method is no longer regarded as the sole method of teaching. The Report of the Hale Committee on University Teaching Methods is strongly in favour of the use of the tutorial method, as being the best way of ensuring not only that the individual student's particular difficulties are dealt with, but also (and this is far more important) that he helps himself by reading on his own. In discussing the value of a written exercise in preparation for a discussion period, the Committee states that it is 'of value in training him (the student) to work on his own, and to read the literature of the subject with an alert and critical mind'. (para. 246) And again, 'the introduction of more teaching by discussion is beneficial only when it can be matched by a corresponding increase in the amount of private study done by the student.' (para. 248) Referring to the view, which emerged in some of the evidence presented to them, that lecturing was necessary because of a scarcity of books in certain subjects, the Committee suggests 'that universities might with advantage consider whether there are any practicable improvements in book supplies which could enable certain lectures to be discontinued, whether by buying more books or by promoting the preparation of text books where satisfactory text books do not exist. For the student, attendance

(1) HMSO (1964).

at lectures and private study are to some extent alternatives, and it would be unfortunate if an insufficient supply of books made it necessary to offer lectures which would not otherwise be required. If one of the main purposes of a university education is to teach students to work on their own, reading by students must be preferable to attendance at a lecture unless the lecture is superior in presentation or content to the available literature.' (para. 308)

21. If the arguments put forward by the Hale Committee represent current academic opinion, it is evident that there will be increasing need for students to read extensively on their own. It is already a common practice to give students 'reading lists', with or without an indication of priority. A reading list can, of course, be furnished whether it is the lecture method of teaching or the tutorial method that is in the ascendancy, but the insistence on regular and frequent written exercises associated with the tutorial method will demand of the student familiarity with a large number of works. Furthermore, preparation for a discussion period imposes an urgency which the lecture method does not require. The student has, within a period of, say, two or three weeks, (or even days), to consult a number of books whereas, under the lecture method, this might well have been spread out over a much longer period. Considerable pressure is thus brought to bear on the library, its stock and its administration.

22. The survey of undergraduate use of libraries made for the Committee through the agency of the Central Office of Information (which we shall refer to as the UGC Survey)⁽²⁾ brought out some interesting facts. A question relating to the number of people preparing a written piece on the same topic at the same time elicited the information that, over all the universities, the proportion of the respondents doing individual exercises ranged between 3 per cent. and 46 per cent., the average being 15 per cent. In the case of 35 per cent. of the sample, between three and twenty people were engaged in writing on the same topic, and in the case of 28 per cent., between twenty-one and a hundred people were so engaged. This shows that there must at times be a substantial demand for the same books.

23. The needs of undergraduates are also being modified by changes in the nature of the curriculum at some universities. With the introduction of broader courses of study which cut across the boundaries of the traditional disciplines, and the emphasis on contemporary material, students are expected to read on a much wider scale. In a memorandum prepared by the librarians of the new universities it was brought to our attention that in the School of Social Studies at the University of Sussex during session 1963-4, students reading for the course in urban sociology were advised to consult 109 titles; in American economic history, 111; in international relations, 125; in social psychology, 133; in political sociology, 141; in British economic history, 190. This wide range of reading is not confined to social studies. In the University of Warwick, students in the molecular sciences will in their first year need only seven or eight standard text-books, and in their second year perhaps three times as many. In their third year, however, they will need to draw upon a stock of at least eight hundred volumes for various aspects of their work. This shows that the library needs of

⁽²⁾Appendix 3.

undergraduates are extensive, and that the adoption of the tutorial method of teaching, together with the tendency towards broadly-based courses, makes it imperative on university libraries to have in stock and easily available an adequate supply of books specifically for undergraduate use. Suggestions as to how the undergraduate's needs can best be met are made in Chapter IV *passim*.

24. It should be emphasised that the use of periodicals is not confined, as is sometimes thought, to research students and members of staff. The survey of library use made at the University of Leeds in 1957⁽²⁾ showed that there were 2,562 periodical issues, representing 1,517 different titles, to undergraduates. Subjects in the sciences, the humanities and the social sciences were represented, the highest figures being 246 in chemistry, 179 in history, 132 in economics, 116 in physics, 108 in botany, 96 in English, and 74 in philosophy. The survey was based on borrowing slips, so that the above figures do not relate to periodicals consulted within the library.

25. We have up to now mainly been concerned with undergraduate use of libraries in connection with prescribed reading. It is our view, in which no doubt the majority of university teachers would concur, that undergraduate students should be encouraged to make as full a use of the library as possible. A reading list, however well compiled, should not be regarded as being the means of making it unnecessary for the student himself to explore the resources of the library. The UGC Survey included an inquiry into the preparation of a written exercise, which showed that 56 per cent. of the sample had obtained advice as to what to read from members of the staff, and these had used the library, either for consultation or for borrowing; 42 per cent. had used their own lecture notes, and books in their own possession. (These figures are not, of course, mutually exclusive.) Only 3 per cent. had consulted catalogues, bibliographies and such reference works as would indicate that they had conducted a search on their own. A search for information, personally and independently conducted, whether by browsing or by more systematic means, is not only a useful training for a future occupation, but also a valuable exercise for any student in exploiting the resources of his university to his own advantage. Furthermore, it indulges that intellectual inquisitiveness which characterises the best student, and which requires stimulation in the not-so-good.

The university library and the graduate

26. Graduate studies, both in the humanities and the scientific disciplines, are likely to become increasingly important in all universities. They will make considerable demands on library resources both for monographs and periodicals, and for bibliographical aids.

27. Such studies may follow one of two patterns. The graduate may take a course of instruction involving seminars, lectures and tutorials followed by a written examination together with presentation of a short thesis, or he may devote the whole of his time to preparing a thesis incorporating original work, which may in due course be published. The books and periodicals required by graduates following the first pattern of study should generally speaking be available in the university library. The fact that these graduates are following an organised course may mean that the demand for some will be heavy at certain

⁽²⁾*Journal of Documentation*, 15 (1959), pp. 1-11.

times. The library needs of the graduate writing an original thesis vary infinitely depending, for example, on the subject studied, the amount of manuscript or rare printed material involved, the age of the material and other factors. In many cases the university library cannot be expected to supply all these needs and other libraries such as the national or other special collections will have to be consulted. This is particularly true in the humanities and social sciences.

The university library and the scholar

28. Some of what has been said in the last section is applicable to readers at post-doctoral and staff level. Here again the demands on library resources will vary, as each individual specialist pursues his own research interest, but certain general principles are discernible which, when observed, will cause a library to be regarded as being efficient.

29. When a new head of department is appointed, it is sometimes the practice to make a special library grant to strengthen the library's holdings of books and periodicals relating to his specialism. If the specialism is entirely new to the university, as is often the case, the acquisition of this kind of research material may be an expensive proposition, even when spread over a period. It is, however, well worth undertaking, because the scholar's attitude to his new academic home will depend on the amount of material to hand which he regards as essential to his day-to-day research activities.

30. The same holds good for all members of the teaching staff who have research projects on hand, or who may be contemplating the initiation of new investigations. It should obviously be the aim of the library, as far as financial resources and availability of the material permit, to provide for the research needs of all members of the university staff. The reasons for this are so obvious that it is hardly necessary to enumerate them, but the following points may be mentioned. In the first place, in the case of the young lecturer it is important that his research work be facilitated in every way. He is the least able to travel in search of his material, or to accumulate an expensive private collection. Secondly, a well-stocked library is a strong element in attracting new members of staff and in retaining those already there. Thirdly, an impressive collection of research material in any subject, displayed on open access, is an incentive to the young research worker to set and maintain his standards, and to perpetuate a tradition of scholarly excellence. Fourthly, all this will combine to enhance the university's reputation as a centre of learning and a community which is sympathetic to the ideals of the true scholar and sensitive to his needs.

The university library and special collections

31. Many university libraries have over the years acquired often by gift, but sometimes by purchase, valuable collections of printed works or manuscripts relating to a particular study or to the life and work of an eminent figure in the political, religious, literary or scientific field. Such collections include the papers of Jeremy Bentham at University College, London; the Galsworthy MSS at Birmingham; the Gertrude Bell collection of Oriental works at Newcastle; the Scott Macfie collection of material relating to the gypsies at Liverpool. London University Library has several such collections, including the Durning-Lawrence collection of Baconiana, and the Sterling collection of rare English books. In addition some university libraries possess small but valuable collections of mediaeval manuscripts and of incunabula.

32. It often happens that a particular collection has no special relevance to the university in which it is housed, or that the subject represented is not studied at that particular institution, as in the case of the Whitley Stokes Celtic Library at University College, London. It is sometimes argued that the place for special collections of all sorts is one of the national libraries, and that university libraries should concentrate on material which is of immediate, or at least potential, use for teaching and research purposes. This view, however, ignores the repository function of a university library. This function is as old as the library concept itself, and indeed has tended from time to time to overshadow the library's function as a working collection for the use of readers. A university derives a justifiable sense of pride and of responsibility from the fact that its librarian is the custodian of unique material which is part of the cultural heritage of an entire nation, and indeed of the whole civilized world. Even the most recently founded university, with a modern outlook and a forward looking attitude, would not wish to break with the past, and must always be aware of it, if only properly to assess its own newness. The strength of every university lies in its ability to achieve a just evaluation of mankind's past attainments. Nothing brings such attainments so vividly to mind, or forges such a powerful link with the great figures of past centuries, as a collection of the books which they themselves handled and read, or the letters and other papers which they actually wrote. Where special collections of relevance exist, it is of the highest importance that the funds of a university library be adequate to enable it to add to such collections by purchase whenever related material is offered for sale.

33. The collection of manuscript material, rare books and pamphlets is a library activity from which universities should by no means be debarred. It is a perfectly justifiable concern of a university to endeavour to preserve material which is already scarce or in danger of becoming unavailable, provided it can be done without detriment to the library's other obligations. Some libraries are fortunate enough to have private sources of income to make this possible.

The university library and outside bodies

34. The British university library is controlled and financed by the university, and is primarily meant to serve the university's teaching and research interests. It is not regarded as providing a service to the public in general, as is the case with some Continental university libraries, but, in practice, it has never considered its services as being exclusively confined to members of the university. Many libraries allow access to other readers with or without payment of a small fee, and make borrowing facilities available to professional people, like lawyers and doctors. It is often the case that a university library possesses the only specialist collection in an area. The Librarian of Leeds University reported that, in session 1964-65, there were 1,468 registered readers other than members of the university, and of this number 956 were authorised to read in the main (Brotherton) library, and 345 in the Medical Library. In addition, 5,019 outside readers made use of the Library of the Institute of Education.

35. The libraries of the various institutions of the University of London are in a unique position in regard to the demands made upon them by external users. The Standing Conference of Librarians of the University have drawn our attention to this pressure. It is due to many factors—the concentration of population in the Greater London area, foreign visitors sponsored by government depart-

ments or by the British Council or attending international congresses, and students from other universities and colleges staying or living in London. In addition, various forms of service by these libraries are requested by public and semi-public bodies, such as government departments, the British Broadcasting Corporation, the Press, and other libraries. Furthermore, they receive a substantial volume of correspondence from universities and other institutions overseas. Conversely, many other libraries in London, including the public libraries in particular, and some subscription libraries offer valuable facilities to undergraduates, and the British Museum, special libraries and the libraries of learned societies are of great help to the university research worker.

CO-OPERATION

36. In estimating the efficiency of a university library one can make the broad assertion that it should be able to meet all the needs of undergraduates from its own stock, and as many as possible of the needs of its research workers. Where research is concerned, however, there is a margin of inability which is inevitable. In view of the highly-specialised nature of some of the research work done, the age and scarcity of some of the material required in the humanities, and the ever-increasing amount of information (largely in periodical form and from foreign countries) demanded in the sciences, no university library can contemplate attaining self-sufficiency. This limitation has always been accepted by the libraries, and means have been devised for overcoming it and ensuring that it imposes the minimum disability on the academic researcher. Now more than ever, with the increase in the number of academic people engaged in research and the mounting costs of books and periodicals, it has become necessary to explore all the means whereby a university library can co-operate with other libraries without impairing its own efficiency—indeed with a view to extending and improving its own services.

37. The guiding principle seems to be that a distinction should be drawn between frequently and infrequently-used material. In the absence of research into this and many other library problems this distinction has to be approached pragmatically. The frequently-used material should be held by the library which serves the research worker concerned, and the infrequently-used material can be housed elsewhere provided it is available for loan or in photocopies. There is, however, a considerable amount of material which may not be in heavy demand but which nevertheless should form part of the equipment of every university library, and the librarian and his advisers will have to identify it. Frequency of demand should not be regarded as being the only criterion in building up or maintaining a university library.

38. The need for co-operation was fully realised over forty years ago. On 26 January, 1925, the Association of University Teachers convened a Conference of its own Library Co-operation Committee and a number of university and college librarians, and resolutions were adopted along the following lines: that loans between university libraries be regularised; that an enquiry office be established; and that a Joint Standing Committee with executive powers be set up to carry out the policy of the Conference.

39. The enquiry office was set up at Birmingham University, and began work on 1 March, 1925. It remained in existence until 1931, when the Central Library for Students was reconstituted as the National Central Library, and took over the duties of the enquiry office. The Joint Standing Committee was established, and has met regularly ever since. The Conference meets annually. As a means of facilitating the inter-library lending of periodicals by making possible a direct approach by one library to another, thus speeding up the service, the Con-

ference, with financial assistance from the Carnegie United Kingdom Trust, secured the publication in 1937 of the *Union Catalogue of the Periodical Publications in the University Libraries of the British Isles*,⁽¹⁾ under the editorship of Miss M. G. Roupell of the NCL. The *British Union Catalogue of Periodicals*⁽²⁾ (BUCOP) first appeared in four volumes between 1955 and 1958, and a supplement to 1960 was published in 1962. The *World List of Scientific Periodicals 1900-1950* was published in 1952 and a revised edition⁽³⁾ covering the period 1900-1960 appeared between 1963 and 1965. The publication⁽⁴⁾ of combined quarterly supplements to both these catalogues is now undertaken by the National Central Library, with annual cumulations. There is room for more work of the type of Mr. D. G. Ramage's *Finding List of English Books to 1640 in Libraries in the British Isles*⁽⁵⁾ and the list of incunabula in British libraries, now in preparation under the auspices of the Bibliographical Society.

PART PLAYED BY UNIVERSITY LIBRARIES

40. A survey⁽⁶⁾ of loan requests made by the NCL at our request, over the period 1 January-30 June, 1964, showed that university libraries had lent 29.2 per cent. of the total, which is a higher figure than that for any other type of library, the public libraries coming second with 18.4 per cent. and the NCL itself third with 18.3 per cent. In actual figures, 10,613 items were lent to university libraries, and 12,429 items borrowed from them. In addition university libraries lent to member libraries within a region and made extensive direct loans to each other. Loan requests from universities are, however, increasing rapidly—a reflection in part of the needs of the new universities. As an example of what is done by an individual library, the following figures are taken from the Annual Report of the Librarian of Leeds University for 1964-65: number of books borrowed 4,074; number lent, 4,472. These figures show an increase over those for the previous session of 28 per cent. and 6 per cent. respectively. In addition 482 sets of photocopies were obtained, and 516 sets supplied.

41. Co-operation is not, of course, limited to inter-library lending. The British Library of Political and Economic Science (in the London School of Economics) issues annually between 500 and 600 permits to outside readers. At the Bodleian Library at Oxford, which is the University Library, one third of new readers registered each year are not members of the University. In addition to work done for readers within libraries, there is a growing demand for information on the libraries' resources by correspondence. This demand is likely to increase, and it is a development which librarians welcome. It will thus be seen that university libraries are generous in several ways in meeting the needs of outside readers.

42. Some university libraries participate in co-operative schemes for the acquisition of certain types of material. One of these is the arrangement known as the 'Background Material Scheme' initiated in 1952 by the Conference on Library Co-operation, by which a library undertakes to collect books published in particular periods between 1550 and 1869, and to make them available for

⁽¹⁾AUT Joint Standing Committee on Library Co-operation (1937).

⁽²⁾Butterworth's Scientific Publications (1955-58).

⁽³⁾Butterworth's Scientific Publications (1963-65).

⁽⁴⁾*New Periodical Titles*, Butterworth (1964-).

⁽⁵⁾Council of the Durham Colleges (1958).

⁽⁶⁾See Appendix 4.

inter-library loan. The catalogue of accessions under this scheme is housed and maintained at the NCL. Another scheme, in which some university libraries co-operate, ensures that at least one copy of every book published in Britain since 1 January, 1959 will be found in some library in Britain and will be available for loan. Under this scheme arrangements are made on a regional basis to ensure that participating libraries purchase between them all books in the subject or subjects allocated to them in accordance with the Dewey classification system. Complete coverage is not, however, achieved at present, but revised arrangements are being made under the Public Libraries and Museums Act, (England and Wales) 1964. (See also para. 243).

43. Mention should also be made of the scheme, started by the National Central Library in the 1930's, which enables libraries to pass redundant material to another library. The scheme has now become national and international, over 150,000 items being dealt with annually, and British university libraries receive valuable books and periodicals from foreign libraries. This scheme is also proving very helpful to academic libraries in the Commonwealth and in the developing countries of Asia and Africa.

CO-OPERATION BETWEEN LIBRARIES IN AN AREA

44. It appears to us that some amount of co-ordination of the resources of university, special and public libraries in an area would be desirable.

45. This is particularly true of a big city, where there may now be two universities, a major technical college, some special libraries, and a very well-stocked public library. The whole library resources of an area should be regarded as one pool from which all individual libraries can draw. This involves co-operation in acquisition, and appropriate joint records, such as a union list of periodicals, so that the holdings of the whole group is known to every library that constitutes it.

46. The grouping of libraries in an area, as envisaged here, is desirable for reasons other than the extension of coverage and the reduction of expenditure. Although storage has not yet presented to British universities (apart from the institutions of the University of London) the acute problems that have faced American libraries, it would be advisable to anticipate such problems and to take such steps as are available to alleviate them. Co-operation between libraries in an area would be one such step. (See paras. 399-419).

47. Large public libraries provide welcome reading accommodation to students especially during the pre-examination period. There is ample evidence that students make use of public libraries generally. According to the UGC Survey (see Appendix 3), 49 per cent. of all students interviewed made use of a public library in term time, 45 per cent. using it for up to five hours per week. Arts and social studies students were, as might be expected, the heaviest users, the figure in each case being 56 per cent., while for pure science it was 43 per cent., and for applied science 39 per cent. Of the students who used the public libraries an average of 57 per cent. used them either for browsing or for consulting books on the shelves, whilst 44 per cent. used them for general study. (Presumably some did both). More use was made of the public library in the student's home town during vacation, the figure for the whole sample being 61 per cent., with 68 per cent. in arts, 61 per cent. in social studies, 58 per cent. in

pure science, and 53 per cent. in applied science. The Survey conducted at Leeds University in 1960 (see Appendix 6) showed that 46 per cent. of the sample borrowed books from outside the university, and of these, 79 per cent. borrowed from Leeds Public Libraries. Similarly, the Southampton Survey of 1962 showed that 48 per cent. of the sample used the Public Library—38 per cent. for borrowing, 15 per cent. for reference, 13 per cent. to work with their own books⁽¹⁾. In a subsequent survey undertaken at Southampton in 1965 (see Appendix 7) it was found that the use of public libraries had declined, only 31 per cent. reporting such use—26 per cent. for borrowing, 11 per cent. for reference, and 3 per cent. to work with their own books. The authors of the Survey Report found it difficult to give specific reasons for this change.

48. In a memorandum prepared for us by the City Librarians of Birmingham, Bristol, Edinburgh, Glasgow, Leeds, Liverpool and Sheffield, it is stated 'In lending libraries students⁽²⁾ from universities and colleges are the principal borrowers of a wide range of the text books provided. One or two of our number state that students monopolise our text books and standard works for long periods. Besides lending books to students, the public libraries provide for much of their general reading and reading supplementary to their courses'. Turning to student use of the reference sections, the Librarians say that 'accommodation in the reference libraries is frequently over-taxed by the number of students wanting seating accommodation'. They make the further interesting point that there is often a heavy demand from students on the bookstocks of reference libraries, even when seemingly adequate library facilities exist in the university or the college.

49. The reasons advanced by the Librarians for the heavy use of public libraries made by students are:

- (a) books and periodicals are always available in the reference section, because borrowing is not allowed, and there is no danger of their being deposited elsewhere, as happens when a book is housed in a departmental library;
- (b) in a big city access to the public library, which is usually situated near the city centre, is easier than to the university, which may be some distance away; and
- (c) opening hours in public libraries are often longer than in university libraries, and holiday closing is much more limited than it is in universities.

50. The Librarians confirm the finding of the various Surveys with regard to vacation reading, and suggest that a partial remedy for the 'excessive overcrowding' of the reference libraries would be found if universities were to throw their libraries open to students of other universities in vacation, a practice which is now almost universal. In view of the substantial and valuable service rendered to students and staff of universities by the public libraries, it appears that some degree of consultation and co-operation between these libraries and university libraries is highly desirable.

⁽¹⁾ *Journal of Documentation*, 19 (3) (1963), pp. 100-117.

⁽²⁾ 'Students' in this context include, not only university students, but students of all kinds.

51. At the research level too, public libraries can offer material which is of great value. The British Academy's Report⁽¹⁾ on *Research in the Humanities and the Social Sciences* (para. 53) makes the following observations regarding the holdings of public libraries:

- '(a) Local history collections are often very comprehensive, and may contain much material of unique or of far more than local importance. But they are frequently not well-known outside their own localities, and there is not enough staff to index them and make them more accessible to historians. Some assistance from a national source seems essential if maximum use is to be made of them.
- (b) In some public libraries there are also valuable manuscript collections of national importance—for example in Birmingham, Sheffield, Leeds and Glasgow. Financial assistance is also necessary here for calendaring and indexing, which are often beyond local resources.
- (c) In the largest public reference libraries there are general printed collections which add substantially to the total available in their localities. A considerable proportion is of value to academic research, but the relationship between these collections and others in the region, such as those of the local university, has never been systematically considered. A survey, or a series of local surveys, would be a valuable means of identifying gaps, avoiding undue overlapping, and indicating where co-operative acquisition would be beneficial'.

52. We endorse what is said about the importance of collections held in public libraries, but we consider that public library authorities have themselves a responsibility for providing sufficient competent staff to make fully accessible the collections in their possession. The Public Libraries and Museums Act, 1964 has emphasised the duty of library authorities 'to provide a comprehensive and efficient service'.

53. The existence in an area of a National Library, that of Scotland in Edinburgh and that of Wales at Aberystwyth, will obviously affect the adjacent university institutions, as regards reading accommodation, the comprehensive stock of British printed material acquired by legal deposit, and the availability of an immense wealth of raw material for research.

54. We asked the Librarians of the more important libraries in four centres (Aberdeen, Birmingham, Edinburgh and Manchester) to report on the relationships between libraries in each of these cities,⁽²⁾ and the amount of co-operation which existed in a number of fields. The results indicate that there are six headings under which this type of co-operation may usefully be considered.

⁽¹⁾Oxford University Press (1961).

⁽²⁾Libraries concerned:

Aberdeen: University Library; City Library.

Birmingham: University Library; University of Aston Library; Public Libraries including Reference Library.

Edinburgh: University Library; Heriot-Watt Library; National Library of Scotland; City Libraries; Royal Society of Edinburgh Library; Library of Royal College of Physicians and Surgeons.

Manchester: University Library; Library of the University of Manchester Institute of Science and Technology; Library of the Royal College of Advanced Technology, Salford; City Libraries; Salford Borough Libraries; The John Rylands Library.

(a) *Study facilities*

55. Perhaps the most important sphere of co-operation is the provision of study facilities. In all the centres the public libraries reported that university students were regular users of their reading rooms. In Birmingham, for example, it was stated that of the 200 seats available to readers in the Reference Library at any time, as many as 60 per cent. might be occupied by students: it must, however, be emphasised that it has not been possible to distinguish in this figure between university and other students. As against this, however, the same reference librarian said that students made little use either of their books or of their reader services. In Edinburgh the National Library is available to students after their second year for material they cannot obtain elsewhere. University libraries, clearly, offer reciprocal services since they will normally admit as readers any serious enquirers. They often also have arrangements with local professional bodies (e.g. lawyers, doctors, etc.), by which their members are given certain reading facilities—sometimes in exchange for a subscription to university or university library funds.

(b) *Co-operation in acquisitions*

56. The Librarians' account of co-operation in acquisition is more fully reported later (paras. 239 to 242). It need only be said here that consultation takes place in some centres with regard to the purchase of manuscript material, expensive publications, and, in some cases, periodicals. But this degree of co-operation, although useful, has only a marginal effect on the requirements of individual libraries.

(c) *Co-operative storage*

57. The Librarians' comment on this subject will be found in paragraph 413.

(d) *Communication*

58. There are a number of different ways in which these libraries are in touch with one another, although only at Birmingham are the City and University Libraries linked by Telex. At Manchester the University Librarian believes that closed-circuit television is useful only between the central library and departments within the University. The Librarians at Birmingham have discussed the merits of being linked by closed-circuit television, but believe that it would not at present be justifiable.

(e) *Regular consultation*

59. It was evident from the answers we received to our enquiries that, whilst there were frequent opportunities for informal contacts between libraries, there was little in the way of established formal relationships. In fact the Librarian of the University of Manchester voiced the view, often expressed, about the need to restrict meetings only to occasions when there was something specific to discuss. The acquisitions officers of the Libraries of Birmingham meet from time to time to reconsider the basis on which they co-operate to effect economies and to obviate the possibility of bidding against one another at auction for material of local interest. The Deputy Librarians are meeting regularly in an attempt to set up a co-operative information service for the region.

(f) *Staff training*

60. The only attempt at co-operation in the formal training of librarians is at Edinburgh where evening classes for junior staff held in the Public Library at

Edinburgh are made available to all library staffs. Otherwise the arrangements in operation or envisaged are concerned with offering facilities for brief periods of in-service training by some libraries for staff in other types of libraries. This kind of service has been particularly useful in respect, for example, of the exchange for short periods with the staff of the Regional Library Bureaux of members of library staff concerned with inter-library lending.

61. Other areas of co-operation mentioned by librarians in these cities were the creation of union lists of periodicals, the sharing of certain facilities like binderies, translation and copying services, etc., and the setting up of an information service, based on the book collections of the major libraries, for the assistance of industry and commerce in the area.

62. The memorandum prepared by the Librarians of the principal cities (mentioned above, para. 48) agrees in general with the statements given in the last few paragraphs. The Librarians make the following additional points. The most important form of co-operation is in the inter-loan of library materials. This takes place through the usual channels, but in many cases the arrangement is made directly between the lending and borrowing libraries. Arrangements for co-operation are loose, and the Librarians are not in favour of more rigid arrangements for the purpose, since these might well take up more time than the results would justify. In two cases the librarian of the local reference library sends to the university librarian a monthly list of his purchases. They make the point that, where either an academic or public library has specialised in a particular subject field, other libraries in the area could profitably avoid the purchase of material in this field, and the local history collections of some public libraries are instanced. Union lists of periodical holdings in an area have been compiled, and in some cases published. These lists have disclosed certain gaps, and it would be well if the Librarians concerned made arrangements for filling these gaps. There has for years been a serious shortage of librarians throughout the country in all types of libraries, and especially in public libraries, which prevents the resources of these libraries being properly administered and exploited to the benefit of users. At Sheffield staff has been exchanged between the University and public libraries for training purposes, and this is reported as being of benefit to both institutions.

CO-OPERATION BETWEEN LIBRARIES IN INSTITUTIONS OF HIGHER EDUCATION OTHER THAN UNIVERSITIES

Further education colleges

63. We are concerned here with colleges other than those designated as university institutions. Since the impetus given by the White Paper on Technical Education⁽⁷⁾ in 1956, the structure of further education generally and of higher education in particular has been gradually evolving and the library services in further education colleges have similarly been developing. There have been two recent developments of special significance for library provision. The first was the setting up in 1964 of the Council for National Academic Awards: the second was the evolution of the Government's policy for higher education in the further education system culminating in the issue in May, 1966, of the White Paper⁽⁸⁾, *A Plan for Polytechnics and Other Colleges*. It may be assumed that

⁽⁷⁾Cmd. 9703.

⁽⁸⁾Cmd. 3006.

these steps will provide a further impetus for the growth and development of libraries in the major colleges to match their new responsibilities as polytechnic institutions of higher education.

64. The present position is that, although in general the libraries of regional, area and local colleges decrease in size and scale of services in this order, there is a good deal of overlapping between the three groups. Most libraries are of modest dimensions and some are very small indeed. The existing regional college libraries, and to a less extent the area college libraries, have to provide for the research needs of academic staff and research students. They will find it very difficult to build up libraries adequate to meet the needs of advanced students, and the teaching and research needs of the staff. Initially, at least, these libraries will be dependent to a considerable degree on inter-library lending and on co-operation with other libraries including neighbouring university libraries where these exist. The latter should give such assistance as they can to members of colleges of further education, and additional funds may have to be made available to enable them to do so. In the long term, however, similar principles of adequacy to those for university libraries will apply to major college libraries.

65. In Scotland, though there are differences in history and nomenclature, the position is broadly similar to that in England. The two largest Central Institutions (The Royal College of Science and Technology, Glasgow and Heriot-Watt, Edinburgh) have become universities and face, like all other new universities, the need for expansion of library resources. A number of the remaining central institutions are now preparing for CNAA awards and must expand accommodation and book stock. A large number of colleges at local level are new and have been provided with reasonable accommodation and have begun to build adequate libraries from scratch.

Colleges of education

66. Colleges of education have grown considerably since 1960 when the typical college had 200-300 students. Their libraries have grown both as a result of the growth in student numbers and because of the greater requirements of the three-year course introduced in 1960. The libraries of many colleges now have some 20,000 volumes and concentrate largely on the field of education and on the subjects covered in the curricula.

67. We understand that there has been considerable progress in implementing the recommendations of the Ministry of Education Memorandum, *Libraries in Training Colleges* (1961). In a survey of five college libraries in the Southampton area⁽¹⁾ it was found that the most common complaint made by students was about the shortage of books. We would not infer from this that the book stocks of colleges were generally inadequate. We would, however, express the hope that it will be possible for all college libraries to reach without delay the standards set out in the 1961 Memorandum and, so far as the larger colleges are concerned, the supplementary standards set out in the DES Memorandum, *Library Book-stocks in Larger Colleges* (1964).

68. Reinforcing the resources of the college library is, in the first case, the library of the institute of education on which the college's area training organisation is centred. Services provided from this source may include the loan

⁽¹⁾M. B. Line, *The College Student and the Library*, University of Southampton Institute of Education (1965).

of individual titles or sets of books, photocopying, bibliographical advice and liaison with other libraries to meet special needs. College libraries often call also on the resources of the local county or municipal library, as of course do their students individually. In addition many use the facilities of the National Central Library either directly or as members of their Regional Library System.

69. Many colleges situated in large conurbations are also either planning or practising some form of co-operation between themselves and with other local libraries. Such co-operation may include the compilation of a union list of periodicals used as a basis for loan and photocopying, and consultation in the coverage of periodical titles and the storage of back runs of periodicals.

70. Plans for the pattern of B.Ed. courses and for the necessary library provision are still being formulated. It is, however, apparent that the pattern will vary from area to area, and that arrangements for reinforcing college library provision by the use of other college libraries, or of neighbouring university libraries, will depend on geographical and other factors. It may be anticipated that basic provision for subjects normally included in B.Ed. courses will be made by each college, but that supplementary material required occasionally for individual studies of the extended essay type could be drawn from the university library where one is accessible. In these cases some allowance for the additional use would need to be made in assessing the library provision required at the university. Whatever pattern of library provision for B.Ed. courses eventually emerges, we trust that universities will interpret their responsibilities towards colleges of education as generously as possible during the early exploratory period.

71. It may be assumed that with the establishment of the B.Ed. degree, teachers in colleges of education will be further stimulated to engage in research, not only in their particular field of education, but also in other subjects which form part of the new degree. It would be wasteful for each college to attempt to assemble material in support of such research, especially as many of the colleges are within a comparatively short distance of a university library. It has been argued⁽¹⁾ that, where necessary, the university library should be regarded as being the recognised research library to serve all colleges of education within its area, and that it should make its resources freely available to researchers. This would no doubt impose some extra burden on the university library, and involve it in additional expenditure, but in the interests of economy and of general efficiency, it is certainly preferable to the duplication of expensive research material. We are in favour of this kind of development.

72. The Scottish Colleges of Education are mostly large: Jordanhill College, Glasgow, for example has some 3,000 students: and all except the most recent ones have always taught post-graduate students, as well as three and four-year course college students. To some extent their libraries have reflected this in containing a good deal of material of research standard. The development of B.Ed. courses will, however, mean that even the largest libraries will have to be expanded.

⁽¹⁾M. B. Line, 'Libraries in Institutions of Higher Education; Independence versus Interdependence', *Library Association Record*, 68 (9) (1966), p. 320.

73. With the establishment of new universities, two or more university libraries will find themselves in comparatively close proximity, and some amount of co-ordination of their activities will be possible and desirable. No better example of such co-ordination can be found than that which exists between the libraries of the Colleges and other institutions of the University of London, although, of course, that University is in many respects unique. The following remarks are based on information supplied at our request by the Standing Conference of Librarians of the Libraries of the University of London (SCOLLUL).

74. The University Library, housed in the Senate House, is a general reference and lending library, which supports the college libraries, and acts as the main library in subjects outside their fields for the special libraries, and as a centre for bibliographical information. It also serves all London graduates and all external students. Some of the college libraries are the equivalent, in size and quality, of large university libraries. The British Library of Political and Economic Science, at the London School of Economics, is the only library of its kind in the country, and some libraries again, such as those of the School of Oriental and African Studies and the London School of Hygiene and Tropical Medicine, are special libraries of first importance. The actual distance between some of the libraries, including the University Library, is not great, but travel conditions in London make access between the libraries difficult and time-consuming. Thus each college library finds it necessary to have in its own stock all material which is in frequent demand, such as books needed by undergraduates, and essential works, including basic reference works and periodicals used for research.

75. There is, however, a substantial body of material in which duplication can be avoided. Obvious examples are the specialisms for which some institutions are responsible, such as Oriental Studies and Slavonic Studies. There are other fields of limited study-appeal associated with individual colleges, such as Scandinavian studies and Egyptology at University College, modern Greek and Portuguese at King's College, and Dutch language and literature at Bedford College, and the collection of library material in these fields is undertaken by those particular institutions. Such a clear-cut distinction is, however, not often possible, but definite steps have been taken to avoid unnecessary duplication. For example, material relating to the history of the United States of America is shared out as follows: colonial America, education, philosophy, and periodicals on American history, including local history, at the University Library; secondary works of all kinds at University College; economic history, political and social thought, U.S. government publications, at the London School of Economics; historical bibliographies, guides to repositories, and printed collections of source texts at the Institute of Historical Research. In addition, it is customary for librarians to consult other colleagues who may be interested before purchasing expensive works.

76. The compilation of union catalogues, especially of periodicals, is an example of profitable co-operation. The medical schools, the postgraduate institutes and the University Library co-operate in the production of such a catalogue, and the larger medical libraries of the University also co-operate in a joint catalogue of current periodicals to be found in nine major medical

libraries in London, some of which are outside the University. Since the war sixteen union catalogues have been prepared by the various institutions and published, and others are in preparation. Some of them cover the contents of libraries in addition to those of the University of London. Examples of topics so treated are: periodicals in Germanic language and literature in libraries of the University; botanical periodicals in London libraries; mathematical periodicals in London libraries; periodicals in Romance languages and literatures in British libraries; United States law in British libraries; music periodicals in London libraries. Much more of this type of work would be undertaken if more money were available. SCOLLUL itself came into existence as a result of a desire to co-operate in such ventures as these, and to further as much co-ordination of resources as is compatible with the particular needs of each institution.

77. The position in London, where there are a number of institutions which are virtually universities in their own right, enjoying a high degree of autonomy in their internal affairs, and which have operated co-operative schemes to their mutual benefit, suggests that similar, but by no means identical, efforts might be considered by independent universities within an area, and in particular those universities, as already mentioned, which are situated in the same city. The practice relating to subjects of limited study-appeal observed by the institutions of the University of London, referred to above, should be adopted generally in relation to any subject, or aspect of a subject, in which a university specialises to the extent of developing an unusually strong research interest, even though that subject is studied in a more general way elsewhere. In such cases universities might consider depositing on long loan at another university such specialised material as would be more extensively used at the other university. We recommend that, not only in the interest of economy, but also in order to enrich the resources of an area, the possibilities of various forms of co-operation be explored by the universities.

78. We would emphasise, however, that co-operation should on no account result in the impoverishment of the individual library, or the subservience of the scholar's true interests to any administrative or organisational demands. What is required is an awareness on the part of each library of the total library facilities of its own area, and such co-ordination of effort and resources as will benefit the users of those libraries. The following quotation from the Report of the British Academy, already referred to in paragraph 51, is apposite: 'For most research in the Humanities and the Social Sciences it is of first importance to have an ample collection of library material readily accessible. Without it, postgraduate research training is impossible, the practised scholar is being impeded and frustrated, and in many fields it is indeed scarcely practicable even to formulate research projects.' It is in order to remedy the situation described in the last sentence that co-operative schemes should be embarked upon.

CONCLUSIONS AND RECOMMENDATIONS

79. We recommend that the entire resources of a geographical area should be regarded as a pool from which each individual library could draw. Co-ordination of the resources of libraries would facilitate the extension of coverage and the reduction of expenditure. University libraries within an area should avoid unnecessary and uneconomical duplication of effort and should investigate the advantages of all the forms of co-operation discussed in this Chapter.

80. Public libraries should be enabled to meet their responsibility for the provision of enough competent staff to make fully accessible their collections of material of value to academic research. Surveys of such collections should be made so as to identify gaps and overlaps, and to reveal any need for co-operative acquisition (paras. 51 and 52).

81. In the interests of economy and general efficiency, a university library should serve as the research library for teachers at colleges of education within its area which have students reading for a B.Ed. degree. Additional funds would have to be made available to the university library concerned to meet these extra demands (para. 71) and to meet any demands put upon them by the needs of B.Ed. students at these colleges or of students and teachers at neighbouring regional colleges (paras. 64 and 70).

Chapter III

INTER-LIBRARY LOANS

82. Much the most extensive and developed form of co-operation between university libraries, and between them and other libraries, is the lending of books and periodicals. All university libraries, except those of Oxford and Cambridge, participate in inter-library lending although there are no figures to show its total extent. The need to borrow material for the use of its own readers should not be regarded as being an indication of a library's inadequacy, nor should it, on the other hand, be used to perpetuate inadequacy where it exists, by relieving the library of the obligation to purchase such books as are in regular demand. The output of scholarly publications is so extensive, and is increasing at such a pace, that no university library can ever acquire for its own shelves more than a proportion of it. Inter-library lending is, therefore, a legitimate and desirable aspect of a university library's activity, and should be closely integrated with all the other aspects. It follows that any scheme meant to facilitate lending should be as efficient as it is possible to make it, and should, in particular, ensure that the publication required is delivered with the expected speed.

83. The report of the National Central Library for the year ending 31 March, 1965, showed that the number of loans made by university libraries through NCL was 24,468, as against 21,088 for the previous year. In addition, university libraries lent to libraries within their respective regions a total of 17,445 items, as against 14,443 for the previous year. Most of these loans were to public libraries.

84. Inter-library lending has increased rapidly in recent years. It has been estimated⁽¹⁾ that books borrowed from other libraries account for 5 per cent. of the issues of a university library. The annual increase in the number of requests made to the National Lending Library for Science and Technology is shown by the figures given below (para. 92).

85. It was recently pointed out⁽²⁾ that at Newcastle the increase in inter-library borrowing over the five years between 1960 and 1965 was 141 per cent., and at Southampton, 254 per cent. There is every reason to believe that inter-lending will continue to increase, as the number of postgraduate students grows and the demands of research workers generally become more exacting.

86. In spite of what has been said above about the inevitability of this form of co-operation, it is of the utmost importance that it should be carefully regulated and subjected to control. Three things should be borne in mind. In the first place inter-lending is not a cheap service. It is not easy to arrive at a wholly satisfactory basis for costing inter-library loans, partly because of the difficulty in separating standing library charges from those incurred in inter-lending. Apart from the cost of purchasing and storing books acquired specifically for

⁽¹⁾D. J. Urquhart, *Library Association Record*, 67 (10), (1965), pp. 341-349.

⁽²⁾M. B. Line, *ibid.*, 68 (9), (1966), pp. 315-323.

inter-library lending and postage costs, there are the costs of recording the locations of books in union catalogues and of locating an available copy. There is also the time spent by the staff of the borrowing library in checking details and forwarding the request; in many cases also by the staff of libraries checking the request but unable to meet it; by the staff of the lending library in forwarding the wanted item; and, finally, by the staff of the requesting library in returning the volume. It is likely that the average cost of a university inter-library loan, even excluding the cost of the item lent, is about £1. This in itself is a strong reason for insisting that the organisation of inter-library lending should be such as to ensure the maximum efficiency. Secondly, there is always the danger that, for various reasons, some university libraries may be subjected to more than their share of the work, thus involving them in an unfair amount of expenditure and an unprofitable diversion of labour. In a survey of inter-library lending in twenty-eight university libraries⁽¹⁾, it was found that in the academic year 1957-58 '45 per cent. of all loans made by the co-operating libraries came from only five of their number, which in turn borrowed 21 per cent. of incoming material'. Though these five libraries were not, as might have been expected, the largest, each one of them was situated in a populous industrial area, and was thus made to carry a disproportionate burden of lending. Thirdly, as has already been suggested, no library should take unfair advantage of inter-library borrowing facilities in an attempt to make up for deficiencies in its own stock. The nature of the publication, its availability on the market, the cost involved, and the level of demand make it possible for the librarian to decide whether or not it should be purchased.

DIRECT BORROWING

87. When the location of a work is known, academic libraries borrow directly from one another. BUCOP makes it possible for this to be the general practice where periodicals are concerned. Direct borrowings are also made from special libraries, and, of course, all borrowings from the NLL are direct. The 1958 survey referred to above (para. 86) showed that, for the period covered, 62 per cent. of borrowed items were obtained by direct request. The following figures may be cited as an indication of the extent of direct borrowing for the academic year 1963-64: Glasgow lent 2,835 items, and borrowed 2,016; Edinburgh lent 1,332, and borrowed 828; Leeds lent 1,232, and borrowed 589; Sheffield lent 1,372, and borrowed 2,528. Liverpool lent 1,288 items direct, which represents 42 per cent. of all items lent to other libraries.

88. Lending between libraries has gone on for a long time, but it was only in the 1920's that this activity was organised. It began to develop in two different ways. One of these was based on the Central Library for Students, which was to become the National Central Library. Here the basic notion was to create a central record of co-operating libraries and to direct requests to known locations. The other idea led to an attempt to create a comprehensive collection from which libraries could borrow. This idea developed at the Science Museum Library.

89. Neither of these notions was pursued with sufficient vigour or adequate resources. The cost of making an up-to-date central record of holdings kept rising beyond the resources of the NCL. The Science Museum Library had

⁽¹⁾A. G. Mackenzie, 'Interlibrary Loans in British Universities', *Journal of Documentation*, 16 (2), (1960), pp. 41-60.

inadequate resources to expand its collection, as the output of scientific literature increased. Nevertheless, the demand on both systems, which were about equal, grew at about the same rate. In the post-war years, the inter-library demand on the Science Museum Library had grown to the point where it began to interfere seriously with the other functions of the Library.

THE NATIONAL LENDING LIBRARY FOR SCIENCE AND TECHNOLOGY (NLL)

90. This problem was considered by the Advisory Council on Scientific Policy and, as a result of their recommendation, the Department of Scientific and Industrial Research was authorised in 1957 to create the National Lending Library for Science and Technology. This Library is now housed in part of a former Royal Ordnance factory in Boston Spa, Yorkshire, where it has a large site, which will permit future expansion. The Library has built up the largest single collection of recent scientific literature in Western Europe, now having over 24,000 current serials.

91. The NLL will sell photocopies to organisations and individuals both at home and overseas, but will lend only to U.K. organisations of all types, including universities and technical colleges. At present it receives over 10,000 requests each week by letter or Telex and its aim is to deal with all straightforward requests the day they are received. At present the NLL is satisfying on average about 83 per cent. of the requests for both books and periodicals from its own stock. A further 5 per cent. are satisfied by the Science Museum Library at the request of the NLL. At least a quarter of the unsatisfied requests are for publications which have not yet appeared, or requests known to be mutilated beyond recognition, so that the NLL system is providing about 90 per cent. of genuine requests. Some of the remainder are, in fact, satisfied through the NCL system or by direct loans between libraries.

92. The demand on the NLL has been rising rapidly, as the following figures indicate:

<i>Year</i>	<i>Loan requests received (not including photocopies)</i>
1962	117,486
1963	216,988
1964	289,872
1965	375,616
1966	475,000 (estimated)

About 15 per cent. of the requests received by the NLL are from university libraries, so that the NLL is now the largest source of publications borrowed by these libraries. As a rule, a third to a half of the items borrowed by a university library come from the NLL. The success of the NLL has raised the question whether similar services should be created for subjects not catered for by this library.

93. There is no organisation analogous to the NLL in the field of the humanities or the social sciences (although the NLL is at present building up a collection of social science serials—see para. 277). As a result, in these fields, universities have to rely on direct borrowing or on using the NCL or regional systems for works required which are not available in their libraries. Direct borrowing is more difficult outside the field of science and technology, because

a higher percentage of monographs is required and these are not covered by published union catalogues as are periodicals. Hence the success factor of the NCL in the humanities and social sciences is a useful measure of the availability of works not available in university libraries. A survey of the requests received by the NCL (see Appendix 4) showed that the success factor of the NCL was 75 per cent. for science and 76.8 per cent. for non-science for university requests. The absence of any significant difference in these two figures, taken in conjunction with the fact that the NLL is now dealing with about ten times as many requests in science as the NCL receives, means that there is approximately a 95 per cent. chance of obtaining a scientific publication not available in the university library, compared with an approximate 77 per cent. chance of obtaining a non-science publication. In considering these figures, it should be noted that we have seen no evidence that a university library is more able to meet requests for items in the humanities than in the sciences from its own resources. Indeed, there is some evidence to the contrary. Moreover, the supply system on the science side is much quicker than in other fields. For these reasons, we think that special consideration should be given to improving the situation in the humanities and the social sciences. (See paras. 291-293 and 325).

THE NATIONAL CENTRAL LIBRARY (NCL)

94. The Regional Library Scheme, for which the National Central Library is the central agency, (with the Scottish Central Library acting in the same capacity, or, when necessary, playing an intermediate role, in Scotland) was briefly described above (para. 4). The NCL itself holds a stock of about 350,000 volumes at its headquarters in Store Street, London, W.C.1., and in a depository at Woolwich. This stock is increased by transference and by purchase. The Library purchases some works which are not available for loan in any British library, but does not purchase any book published in Britain since the beginning of 1959, these being now covered collectively by the Regions. In addition to acting as the pivot of the inter-lending system for all types of libraries, the NCL is responsible for the production of the *British Union Catalogue of Periodicals* (see para. 39). It also operates the scheme for the re-allocation of surplus books and periodicals, which it distributes to libraries in this country and overseas, or adds to its own stock for loan purposes (see para. 43). It has recently undertaken a photocopying service.

95. The participation of university libraries in the NCL interlending scheme was mentioned in paragraph 40. The facts in the paragraphs that follow are taken from the survey of loan requests for the period January to June 1964 conducted by the Library. (See Appendix 4). Of the 10,613 items lent to university libraries, 40.34 per cent. came from other university libraries, 13.51 per cent. from the NCL's own stock, 10.51 per cent. from public libraries, 9.87 per cent. from overseas, 9.83 per cent. from learned societies and other special libraries, 5.58 per cent. from government libraries, together with smaller proportions from other libraries. 12,429 items were borrowed from university libraries, and of this figure 34.44 per cent. were borrowed by other university libraries, 37.18 per cent. by public libraries, 10.75 per cent. by colleges of advanced technology and other colleges, 8.43 per cent. by learned societies and other special libraries, and 5.78 per cent. by overseas libraries. This shows that university libraries are the main suppliers of the needs of other university libraries, with the NCL itself coming second, and the public libraries third. On the other hand the university libraries

lend more to public libraries than to any other category. It is interesting to note that the libraries of British universities borrowed more from libraries in foreign countries than they lent to those libraries. In actual figures they borrowed 1,048 items, and lent 718.

96. The survey's analysis of the sources of loans by subject showed that university libraries lend most in philosophy, the social sciences, philology, pure and applied science, medicine and literature. The public libraries top the list in fine arts. The NCL itself lends more in American history than any other category of libraries, and in history and religion it lends nearly as much as all the universities together. Analysis by type of publication proves that university libraries have the highest record for supplying parts of monograph series, multi-volume works, conference proceedings, periodicals, and, of course, theses. For ordinary monographs both the NCL itself and the public libraries supply more than the universities. By language and country of origin, university libraries provide more of the books published in America than any other type of library. The same is true of English books published in other foreign countries, and, as one would expect, of books in foreign languages, except in the Slavonic languages, in which the items supplied by the national libraries were slightly in excess of those supplied by the universities. (These comparisons are quoted here to show the relationship between the university libraries and the NCL lending scheme. They will be used later on in relation to book acquisition.) With regard to requests from academic libraries, the editors of the NCL survey make the following comment: 'University Libraries request a disproportionately high share of foreign language books'. This has considerable significance in relation to the universities' own holdings of foreign material, and will be referred to again in our discussion of the acquisition of this material. (See Chapter VI).

Failure rate

97. The borrowing facilities made possible by the NCL scheme have been of great value to university and all libraries. Theoretically an inter-lending scheme of this nature puts at the disposal of the individual library the entire resources of the whole country and even the possibility of tapping foreign sources of supply when necessary. The actual results, however, show that the ideal is not always achieved. The survey conducted by the NCL for the period January-June 1964 disclosed certain interesting and important facts about the service it is able to offer. The total applications for loan for the six-month period amounted to 53,902, of which 13,958 were from university libraries. Of this number 10,613, or 76 per cent. were satisfied. This compares with the overall rate of satisfaction of 78.9 per cent.

98. It is evident from the survey that the failure rate varies with the age and the language of the material requested. By date of publication it appears that the items most difficult to obtain in response to requests from universities are those published before 1800, in the 19th century, in the period 1940-49, and in the present decade. The scarcity of pre-1800 books is an indication of a serious lack of historical material in the libraries of British universities (the rate of failure being 25.7 per cent.) (The 'Background Material Scheme' is meant as a partial remedy to this situation.) The high failure rate for the 19th century (25.4 per cent for the first half, and 28.5 per cent. for the second half) suggests that the greatly increased output of that century was not matched by a corresponding care for preservation. The period 1940-49 is no doubt accounted for by wartime

and post-war conditions. Of the total failures to locate current publications, 67.9 per cent. are for works published in English outside Great Britain and 23.7 per cent. for works in foreign languages, a fact which is of some concern to universities. Books published in Britain since 1960 are well covered, the failure rate being only 8.4 per cent., but even this is not satisfactory, and seems to suggest that the inter-regional scheme, which has been in operation since January 1959, and which was intended to secure the purchase, availability for loan, and preservation of every book published in Britain since that date, is not working as it should. Further enquiry has shown however, that a high proportion of the requests not met under the inter-regional scheme was for books purchased but not available for one reason or another at the time the request was made.

Delay

99. More important than the rate of failure, judging by the evidence submitted to us, is the delay that occurs in supplying material under the inter-lending scheme. The importance of speed of delivery, particularly in the sciences, was generally emphasised. In the memorandum prepared for us by SCONUL it is stated that the efficiency of any inter-library lending system is dependent on four factors: (a) the existence in this country of the material sought; (b) knowledge of the source of the material requested; (c) speed of communication between libraries; (d) speed of despatch when the material is located. The failures discussed in the preceding paragraphs may be accounted for by two things: firstly, the inability or unwillingness of libraries to lend; secondly, the non-availability for loan of the item applied for in any British library. This suggests, among other conclusions, that recourse to the British Museum for photocopies (when copyright allows) should be far more frequent than it apparently is. It is appropriate to draw attention to the inadequacy of the British Museum photocopying service to meet all the demands from students which are made upon it. Non-availability is proved by the fact, already noted, that in a period of six months, 1,048 items were lent to British university libraries by foreign libraries. If the six months covered by the NCL survey is characteristic of all periods, this means that criterion (a) above is not fulfilled, and that the efficiency of inter-library lending would be improved if university libraries in this country were better stocked. Speed of communication, stipulated in criterion (c) in SCONUL's statement is dependent to a large extent on criterion (b)—knowledge of the source of the material requested.

100. In order to understand the position of the NCL as the central agency in the interlending system, it is necessary to know how the Library traces the source of a required item and what tools for this purpose it has at its disposal. When a request for a book reaches the NCL, it can be quickly despatched if it is in the Library's own collection. Failing this, the union catalogues are consulted, and if the item is recorded there, the holding library is asked to send it to the requesting library. Should the union catalogues, however, not disclose the location, 'speculative' approaches have to be made. There are two kinds of such approaches. If a particular library is known to specialise in the subject of the book concerned, the request is forwarded to that library. If there is no specialisation, the request is included in a list of wanted books which is circulated to groups of libraries, particularly university libraries. Two such lists are circulated weekly to over forty universities and university institutions, the average number of

items on a list being about a hundred. When recourse has to be had to the list circulation method of approach there is, of course, considerable delay in supplying the requested item. 9,111 applications, which is 16.9 per cent. of the total, were satisfied by speculative methods during the period of the survey.

101. The amount of delay and the reasons for it were investigated in the NCL survey. Where university libraries are concerned, the total number of applications satisfied for which the time taken was known was 8,757, and of these, 863 (or 9.9 per cent.) were supplied by return. Of the 863, 830 came from the NCL's own stock. The next quickest procedure is by consulting the union catalogue and having the book supplied on first location. A second, and every subsequent location becomes increasingly time consuming. There were in all 11,701 first location failures, making 38 per cent. of the requests located in the catalogue, other than those located in the NCL stock.

102. As this is a substantial factor in the delay in meeting a request, a selection of applications was examined which libraries, tried as a first location, had failed to satisfy. It was found that many applications had been sent to university libraries because these libraries had reported holding a run of a journal but, in fact, did not possess the particular part required. This, together with requests for recent periodicals which university libraries were often unwilling to lend, accounted for nearly half of the first location failures by university libraries. Both university and other libraries were reluctant to lend recent American and other non-British English language publications, because they were in demand locally. Less than a fifth of the failures were because a wanted item was missing or (mainly in the case of public libraries) had been withdrawn from stock.

103. Of all these reasons for failure with the first location, the most significant is the unwillingness to lend. Such cases equal in number all the cases of inability to trace or the book having been withdrawn. An analysis of all 'decline to lend' responses from universities showed that periodicals were the main difficulty, presumably because they were in heavy demand in the university library itself. Of the items reported by universities to be on loan, a substantial proportion was British and American books, and also periodicals of fairly recent date. About twice as many books, however, as periodicals were reported to be on loan. This is an indication of the inadequacy of general library provision covering recent English language publications.

104. A broad picture based on the survey of the time taken to satisfy university applications can be given as follows. Of the items for which supply time was known (which was 83 per cent. of all university requests) 10 per cent. were supplied by return, as already mentioned; 31 per cent. later, but within one week; 26 per cent. later, but within two weeks; and 33 per cent. after two weeks. Cumulatively, 41 per cent. of requests were met by the end of one week, and 67 per cent. by the end of two weeks. There were extremely long delays for some of the remaining 33 per cent., 8.6 per cent. of which took over 6 weeks. These figures denote the delay about which complaints have been made to us by users of the service. In addition, considerable irritation is caused when, after a long delay, borrowers are eventually told that the book is not available.

105. It is evident that only when a book is delivered from stock is a really quick service possible, and that when the first location fails, the amount of delay may become intolerable. (Tolerance in this matter varies greatly with the need

and the temperament of the person making the request. It is generally assumed that the scientist requires a much speedier service than the scholar in the humanities, but even for the research worker in the humanities a fortnight's, or even a week's delay may seriously hinder progress when progress may be essential.) 70 per cent. of items requested at the NCL are located in catalogues, and, for various reasons, some of which have already been noted in connection with first location failures, only 60.6 per cent. are ultimately supplied from catalogue locations. These figures cover both the NCL's main union catalogue (which includes a record of its own stock, as well as partial records of the stock of libraries co-operating directly with the NCL) and the 'national' union catalogue, which is an index to the regional union catalogues. Only 47.4 per cent. of requests are met from union catalogue locations, 13.2 per cent. being met from the Library's own stock.

106. The NCL maintains in addition a Slavonic union catalogue. This catalogue was started as a Russian union catalogue with funds provided by the Foreign Office, and was originally compiled by cataloguers from the NCL who visited a large number of libraries of all sorts, including university libraries between the years 1948 and 1957. It was to be maintained by information to be supplied by all libraries which were collecting material in the Slavonic languages.

107. It is well known that these catalogues are far from complete. The lack of completeness is particularly acute in the case of university library coverage in the main union catalogue, and it is also serious in respect of specialised libraries, whose holdings could be of considerable use to research workers in universities. In a report prepared for us by the Librarian of the NCL it is shown that 38 libraries of universities and university institutions had not sent in information in the form of cards, slips or lists about their book accessions during the previous eighteen months. (Information about periodical holdings for inclusion in BUCOP was very much more representative.) The catalogue contains records of searches for individual books which have resulted in these being located in university libraries. Even though universities have been remiss in supplying the NCL with particulars of their accessions, there are many thousands of entries at the Library which, through lack of manpower and ultimately of finance, have not been incorporated in the catalogue. It is understood that some university library stocks are fairly extensively recorded in regional union catalogues, but we have no precise information on this question, and in any case this would not make for any improvement in the speed with which loan applications are satisfied, because it only adds one more step to the procedure, as the NCL would only know in which region, and not in which library, a particular book is located. (See para. 531.)

108. On the Slavonic union catalogue the Librarian of the NCL reported as follows in November 1965: 'At present there are about 5,000 items (as nearly as can be estimated) which need to be transferred from lists and slips to 5" x 3" cards to be inserted into the catalogue. Of course this number fluctuates as new lists and slips are received in varying amounts and at varying periods from the libraries currently contributing entries to the catalogue. There are also some 20,000 catalogue cards which have been received from contributing libraries which need to be checked against existing entries in the catalogues, and to have added entries made for them where required, before inserting into the catalogue. However, a high proportion of these is already arranged in alphabetical order

according to the headings actually used by the contributing libraries, so that they are available for use at the moment. The majority of the university libraries are actively contributing, but certainly not all the libraries which were originally catalogued by the NCL's touring cataloguers'.

109. It will thus be seen that, while the NCL staff provide the best possible service in the circumstances, the scheme they have to work is cumbersome and their tools are inefficient. The weaknesses of the system are firstly, the incompleteness of the union catalogues at the NCL, which makes necessary the circulation of long lists of required material to a large number of individual libraries. This method of search takes an inordinate amount of time, and from an overall point of view will be seen to be extremely expensive, because the checking has to be done in all the libraries that receive the lists. Secondly, the NCL's own stock of books is too small, with the result that only about 12 per cent. of university applications can be satisfied from it. As was pointed out above, the speediest service is always given when the item requested is in the NCL's own collection. Thirdly, there is a large number of books which are not available in any British library with lending facilities, indicating that the total library resources of Great Britain, as represented by university and other research libraries, do not adequately cover foreign publications. Fourthly, it follows from the last point that loans have to be negotiated with foreign libraries, and this is of necessity a slow procedure. Fifthly, libraries which normally lend, and are full participants in the scheme, are sometimes unable to lend, for a variety of valid reasons. Sixthly, delay frequently occurs in dealing with loan requests at the lending library, usually because of shortage of staff. Finally, a proportion of inter-library lending is organised as a two-tier system, with the Regional Library Systems having local union catalogues, and the NCL being only aware of the existence of a book within a region, without knowing the exact library in which it is to be found. In such cases each request has first of all to be passed to the Regional Bureau, with a consequent loss of time.

110. Any solution of this multi-sided problem is bound to be a complex one. The simpler aspects of the problem are capable of a relatively simple solution. If a library is unable to lend a book because of pressure of demand from its own readers, then there is obviously a case for purchasing more copies of that book possibly to the extent of obviating the need for requesting it on loan. If delay in meeting a request is caused by shortage of staff at any particular library, then, assuming that that library is not subjected to quite excessive and unreasonable loan demands, it is the responsibility of the university, whose library it is, to provide the staff, as it provides technicians, research assistants and secretaries for heads of departments.

111. Some of the delay now occurring in satisfying applications for loan could be reduced by improvement of physical communication, for example, if every university library installed Telex. Other aspects of the problem, however, are tied up with certain issues which we shall consider at a later stage in this Report. The NCL's own stock, its extent and nature, will depend on the functions which we may regard as being appropriate to it. Foreign loans should be considered along with the much more comprehensive and serious question of the acquisition of foreign material by British research libraries generally, and to this we shall return. (See Chapter VI *passim* and paras. 290, 306 and 326.)

112. The NCL itself has suggested how the two-tier system could be dispensed with, namely, by transferring the existing regional union catalogues to the NCL. This is a matter which is currently being considered by the Library Advisory Councils for England and Wales. There remains the basic problem of the incompleteness of the NCL's own union catalogues. Their completion was recommended as a prime necessity by the Working Party set up to consider the implementation of the recommendations of the Roberts Committee on library services in England and Wales⁽¹⁾, and it has been several times mentioned in memoranda which we have received. It would, however, be a formidable undertaking, requiring a big financial outlay, a substantial accession of staff, and considerable time. The Conference on Library Co-operation pointed out to us that it is not feasible to compile a complete union catalogue of the holdings of university libraries, and maintained that the desired ends could be achieved by reproducing photographically the catalogues of twelve large university libraries and inserting them in the union catalogues, together with records of the contents of smaller university and other libraries having specialised holdings. This would probably double the size of the present union catalogues.

113. The Trustees of the NCL have put forward a similar proposal, and have considered it in more detail. In their memorandum to us the Trustees concentrate on the possibility of making the union catalogues more representative of the holdings of university libraries. They point out that the problem falls into two parts:

1. The incorporating in the union catalogues of current accessions, either as a whole or at least of foreign and older British books. This aspect of the problem is comparatively easy to solve, provided three conditions are met:

- (a) university libraries should provide the NCL with entries in a suitable format, which is at present 5" x 3" cards; although at some future date this might be magnetic tape;

- (b) in cases where university libraries could only provide entries in a non-standard format, there should be sufficient funds to enable these to be converted to the standard format, either at the university concerned or at the NCL; and

- (c) enough posts should be established in the Union Catalogue Section of the NCL to enable the resultant entries to be inserted in the catalogues.

Taking the two-year period covered by UGC Returns, namely, 1961-2 to 1963-4, it will be found that, 1,403,000 bound volumes were added to university libraries in this period. (This does not include Queen's University, Belfast, the new Universities of Essex, Kent, Lancaster and Warwick, nor the Colleges of Advanced Technology which are to become universities. It also excludes pamphlets, and entries arising from re-cataloguing.) The total annual intake might, therefore, be between 850,000 and 1,000,000. This figure, however, includes volumes added to periodical holdings, and also other categories, such as current British books, which need not be included in the union catalogue. Assuming that these categories together amount to rather more than one half of the total intake, there are left 400,000-500,000 volumes to be recorded annually at the NCL, or 225,000-275,000 main entries. A staff of five persons would be required to deal with these.

(¹) Ministry of Education, *Inter-library co-operation in England and Wales*, (1962).

2. The recording in the union catalogues of the existing holdings of some or of all university libraries. This is a more difficult problem. The Trustees agree with the Conference on Library Co-operation that it would not be necessary to include in the union catalogue records of the holdings of all British university libraries. Consequently they chose fourteen libraries containing over 200,000 volumes whose holdings are not recorded to any great extent. These together contain about 7,500,000 volumes, or over 4,000,000 main entries in their catalogues. As the recording of this number of entries would be a formidable proposition, it is suggested that six large libraries could be considered for incorporation in the first instance. These are the Libraries of Birmingham, Edinburgh, Leeds, Manchester, the London University Library, and the Library of University College, London. This would mean dealing with about 2,200,000 main entries. The method of incorporation which seems to be most practical at the moment is that of microfilming these Libraries' catalogues and enlarging the film by xerographic processes on to 5" x 3" cards to be included in the union catalogue. The Trustees estimate that this operation would cost approximately £85,000, allowing for accessions up to the end of session 1965-66. With the development of new techniques, however, it may be possible fairly soon for each library's catalogue to be recorded on some form of computer input, which could be transferred to magnetic tape, and the tapes amalgamated into one alphabetical print-out, thus producing a printed union catalogue of these Libraries' holdings for use at the NCL. Printed copies of each library's catalogue could also be produced for the library's own use. The Trustees are not able at this stage to give an approximate cost of this operation, but they point out that university libraries might wish, for internal purposes, to transfer their catalogue to computer operation as described above, and might consequently be prepared to meet part of the cost. They also point out that, compared with the time taken to file cards produced by ordinary methods, the time taken to amalgamate magnetic tapes would be very short.

114. The proposal of the Trustees, however, ignores the problem of recording the specialised holdings of other university libraries and of certain special libraries. In subject areas which have been identified as of particular national interest such as Latin-American studies, there would seem to be a case for providing in machine-readable form a record of appropriate collections, to supplement the record of the large university libraries' stocks. (We examine the question of union catalogues more fully in Chapter X. See paragraphs 530 to 543.)

CONCLUSIONS AND RECOMMENDATIONS

115. Any lending scheme should be as efficient and speedy as possible but, in view of its cost, we recommend that it be carefully regulated and subject to control (paras. 82 and 86).

116. Photocopying provision in the British Museum and other national libraries should be increased (paras. 99 and 513).

117. If delay in meeting a loan request is directly due to shortage of staff in a university library, the university has a duty to provide such staff (para. 110).

118. We are strongly of the opinion that every university library should have a Telex installation as a matter of course (para. 111).

Chapter IV

NATURE OF COLLECTIONS

UNDERGRADUATE PROVISION

Text-books

119. In discussing undergraduate provision, it is essential, at the outset to define the differences we have in mind between text-books and books of occasional reference. Text-books are essentially those books which the undergraduate might be expected to buy for himself. They contain the skeleton of knowledge which he requires for his course, and every student should buy the books which he uses regularly throughout the academic session (apart from some very expensive scientific text-books). It should, however, be recognised that what are essential text-books for students in one discipline will only be reference books for those in others.

Book purchases by students

120. Regulations made under Section I of the Education Act, 1962 obliged local education authorities to pay a maintenance grant, under certain conditions. This grant was to allow for various elements of a student's average term-time expenditure and, although this was not expressly stipulated in the Act, was to include an annual allowance of £30 for books, instruments and materials (increased to £35 in September 1965)⁽²⁾. No legislative measures were taken to ensure that an undergraduate had to spend part or all of this sum on books.

121. The Anderson Committee in their Report⁽³⁾ advised against making a grant in kind—e.g. by giving book tokens or some similar device. 'All the devices for tying the payment are open to abuse and, anyway, students commonly buy most of their books second-hand. Our over-riding reason is, however, that the student should be treated as a responsible person and left free to spend the money given to him according to his own circumstances and his own judgment of his needs'.

Since the Anderson Report was published, the results of various surveys, based on information supplied by students themselves, have provided some information on the amount of money spent on books.

(a) *The Leeds Survey (see Appendix 6)*

90 per cent. of the student sample said that they had bought books for curricular purposes and, although this percentage remained constant for almost all subjects, there was considerable variation between students in different disciplines both in the number of books bought and in the average amount of money spent. The average amount spent on books for curricular purposes was approximately ten guineas per student.

⁽²⁾DES Circular No. 4/66 (para. 31). The arrangements for Scotland are made by the Scottish Education Department and the Students' Allowances (Scotland) Provisional Regulations, 1961 were issued with SED Circular No. 474.

⁽³⁾*Grants to Students*, Cmnd. 1051, 1960 para. 100(b).

(b) *The Southampton Survey*⁽¹⁾ (see Appendix 7)

The most recent Survey at this University was conducted in May 1965 and, during a September/May period, the median amount spent annually per student was found to be £11.14.0d. (This was an inflated figure due to the high proportion of first-year students in the sample.) The decline in expenditure between first and second-year students was startling: from a median of £16.16.0d to one of £6.18.0d.

(c) *The UGC Survey* (see Appendix 3)

This Survey showed that, on average, each student had acquired approximately eleven books during the course of the preceding academic year and that this represented an outlay per student of between £10 and £11. 53 per cent. of the students claimed that the books which they had acquired accounted for more than half of those which they needed for their studies.

Evidence

122. The AUT thought it reasonable that students should buy the basic textbooks needed for the whole or major part of their course. The grant at the time was £30 and both the AUT and the librarians of the new universities were of the opinion that no more than half the grant was, on average, in fact spent on books.

123. The NUS conducted a survey in 1964 and their figures were more generous. In Birmingham, for instance, they were told that the average expenditure on books, newspapers, periodicals, instruments and stationery by science students was approximately £29, and by arts students £28 (total number of replies—science: 139 students, arts: 28). In their evidence to us, the NUS claimed that any failure on the part of students to buy more books was due to two main causes:

- (a) students needed much more guidance from academic staff as to the books they really would require. Sometimes the lists given were exceedingly long and the students had no means of knowing the relative importance of the books listed. When any advice was given it was often contradictory, since members of the same department frequently recommended different books. The students believed guidance to be the joint responsibility of academic and library staff and that it should extend even to telling them about the cheapest available editions; and
- (b) the NUS were particularly concerned by the fact that the book allowance was dependent on the general level of grant. (They instanced students in a hall of residence in one university, where the maximum grant would leave only £18 above the hall of residence cost). Moreover, they claimed that the allowance was expected to cover items such as newspapers and recreational reading matter as well as stationery, instruments and prescribed books. There had been a general rise of 26 per cent. in the cost of books, newspapers and periodicals during the period 1962–1965, and the NUS considered that there were good grounds for an increase of a further £5, bringing the total grant to £40.

We understood from their representatives that the NUS would not be opposed in principle to any scheme which would ensure that students did in fact spend

⁽¹⁾A Report by the Southampton University Library on a survey into student attitudes to the Library, carried out in May 1965.

their book allowance on books, provided that only a part of the grant was tied to the purchase of prescribed books, so that the remainder could be spent at the students' discretion on books of their own choice.

124. SCONUL believed that means should be explored of ensuring that students should spend a reasonable amount on books. They suggested the issue of book tokens, to be used for both new and second-hand books. (Possible schemes, including a token scheme are discussed in paragraph 127.) Academic staff should not only encourage students far more vigorously than they do at present to buy books but should also give them specific instructions as to what books to buy.

125. The replies to our enquiries from academic staff showed that some departments of science, engineering and medicine did not provide reading lists at all to students and that, of those that did, many gave no priority indications. By far the greater proportion of departments had compiled their lists without any consultation with library staff and there were several departments which gave only occasional advice to students as to which books to purchase from their grant. We agree with SCONUL's recommendation that academic staff should both encourage students to buy books and give them more specific guidance.

Schemes for ensuring that students spend their allowance on books

126. The first requirement is that library staff should be advised well in advance of the books prescribed for the courses of the following session. Much greater co-operation is needed between library and academic staff, and this will be discussed further in paragraphs 132 and 133. One aim should be to decide what books students should be required to buy for themselves.

127. Various schemes of ensuring that students should spend their book allowance properly have been discussed by the Committee.

- (a) One was that university libraries might organise a scheme of recommended books, whereby a proportion of each student's grant would be paid direct to the university, which, in return, would lend to him for each session books prescribed for his course. Views on such a scheme were offered by several heads of departments, and, as was to be expected, those who were most in favour were in disciplines where the subject content of standard texts varied little from year to year. The scheme was categorically turned down by most science departments on the ground that the university would acquire a growing mass of out-dated books. Other objections that were raised to this suggestion were:

- (i) in some subjects, the books were needed over a period of two to three years or might even be needed by students after graduation, and should therefore be bought;
- (ii) where such schemes operate in other countries, staff have been obliged to use dated texts because of the large stocks held;
- (iii) students should be encouraged to acquire reasonable libraries of their own, and a scheme such as this might foster the attitude that no reading was necessary beyond the books available on hire;

- (iv) bulk purchases by the university might by-pass the campus bookshop, thereby denying the bookshop the means which enable it to carry a good selection of advanced books; and
 - (v) the enormous burden in terms of additional staff time for the routine operation of such a scheme.
- (b) It was suggested to us that students might be given credit at university bookshops. It is certain that the existence of a good bookshop on the site does encourage book-buying habits among students and we recommend that every institution should ensure that there is a bookshop on or near the campus. It was further represented to us that publishers should be asked to produce more editions in 'paper-backs'.
- (c) The percentage of the grant to be spent on books, as opposed to stationery, etc. to be fixed, and this part of the grant to be claimable only on production of receipted bills or other proof of purchase.
- (d) A voucher system was devised by Mr. L. L. Ardern, the Deputy Librarian at the University of Strathclyde. He had discussed the scheme with booksellers and they could see no insuperable difficulties. Details of the scheme were that voucher books should be issued by a central authority and on the first page should be the name of the university, the signature of a university officer, the name of the student, his course and his signature. The amount of the grant (a percentage of the total book grant) would be entered on the counterfoil of the first voucher. When a voucher was cashed (and they should not be of fixed value) its counterfoil would show the author, title and price of the book bought, the bookseller's official stamp and the signature of the student, given in the presence of the bookseller. The latter would extract and keep the voucher, work out the new balance and enter this on the next counterfoil. The voucher book would then be handed back to the student ready for the next purchase at any bookshop taking part in the scheme. The bookseller would send the vouchers at arranged intervals to some central authority for repayment. Two or three books could be put on one voucher.

128. During 1963/64, the approximate proportion of the total expenditure of LEA's which was specifically related to book grants was over £3m.⁽²⁾ For the same period, total university library grants for both books and periodicals amounted to £1,418,872. These figures speak for themselves. We feel very strongly that students must spend their book allowance on books, and it is clear that many of them are buying far too few even when they have grants to enable them to do so. It is therefore vital that steps be taken to ensure that the money is properly spent. We urge that immediate consideration be given to a voucher system with suitable safeguards. Since no statutory obligation is imposed on LEA's to allocate a specific sum of money for books, we realise that our recommendation may involve a new statutory instrument. Since the administration of a voucher system would be immensely complex, it might be thought advisable to invite a commercial firm accustomed to this field to undertake the planning and administration of the machinery.

129. In our view voucher books should cover second-hand, as well as new books, periodicals and, if practicable, also instruments for those students who

⁽²⁾This figure included students in colleges of education and other establishments of higher education, as well as university students.

need them. The practical machinery of a voucher system would be a matter for the Department of Education and Science, who should ensure uniformity of action among LEA's. We suggest for the consideration of the DES and of the Scottish Education Department that, if the cost of vouchers were to be deducted from the minimum £50 grant available to every student, this would ensure that all students, irrespective of their parents' income, would receive their voucher books. We realise that this idea will not be a popular one, but it would meet the NUS contention that many students who were dependent on their parents for book money did not in fact receive sufficient. Two additional points are that vouchers for a whole academic year should be issued at the beginning of that year, and that the vouchers should cover a very substantial portion of the entire book grant. Students should receive the remainder in cash, to enable them to buy second-hand books from each other and to buy stationery.

Books other than basic text-books

130. In this category, we include those books which the undergraduate is entitled to expect to find in a library, and which he should use to enrich and amplify the knowledge supplied by his basic text-books. Such books will be required by both undergraduates and postgraduates. Some may be available as single copies: multiple copies of others will be required. The number of titles varies widely in different fields of study. As an example, the arts and social sciences tend to cover a wider list of books than the natural sciences and engineering. Much of the material required by students of social science is fugitive and transitory in nature including as it does such material as pamphlets, statistics, blue books, etc. But in all cases, an assessment has to be made of the number of copies which should be provided for the use of students.

131. The assessment of numbers relates to the demand, and this can fluctuate very considerably (the extent of student purchases being only one factor). Libraries now have the problem, aggravated by the increased number of students, of meeting 'surges' of need for particular books. In the humanities in particular a group of students might be asked to write an essay by a given date and this often means that the same books are required by all the students within the space of two or three days. (See Appendix 3, para. 50).

132. We raised this particular point in our questionnaire to academic staff. We asked whether liaison arrangements with library staff avoided pressure on the library, when several students were asked to produce work on a given topic in a specified short period. 80 per cent. of arts departments had found that liaison arrangements helped to avoid pressure, but over 70 per cent. of all social science, pure science and engineering departments had not found this to be so. This seems to suggest that their liaison arrangements may be less satisfactory; there is also the point that in many arts subjects there are many alternative titles available. Closer co-operation would enable the library staff to know what the essay subjects were to be and when 'surges' of demand were likely to arise. It should be possible to arrange for a member of the library staff to work throughout the session, with members of the teaching staff acting as library advisers in their subjects. Problems of multiple copies are likely to increase, partly because some first year and second year courses, already very big, are bound to grow even larger during the 'post-Robbins' period, and partly because of the changes in teaching method with greater use of tutorials and

seminars. It is essential that the library should be given every possible assistance to meet this situation, and one possible solution is the provision of undergraduate collections. (See paras. 134-142).

133. Although some measure of co-operation exists between academic and library staff in some institutions, more should be done to make co-operation a matter of course. Returns to our questionnaire showed that in every discipline except that of law, most members of staff compiled their prescribed book-lists without any consultation with library staff. We discuss this subject of liaison in greater detail later in this Report. (See paras. 236-238).

An undergraduate collection

134. We have considered the case for the establishment of separate collections intended for undergraduates only. Several university libraries in the United States have undergraduate collections, including Cornell, Harvard and Michigan. Harvard's Lamont Library has a capacity of 150,000 volumes and seats for some 1,500 readers. The circulation there is 350,000 volumes per annum. The undergraduate library at the University of Michigan is larger, with seats for 2,250 readers. Daily attendance in 1964 was between 7,000 and 10,000. In his 1962-63 Report (when there were 29,580 students at the University) the Librarian said that very heavy use was made of the undergraduate collection: 'each volume in the collection being used more than nine times on the average'. Student populations are often much greater in the United States than in Britain, and the size of their largest libraries can present special problems to the freshman. These two facts have been major considerations in the establishment of undergraduate libraries.

135. These libraries have certain features in common, the most conspicuous one being the informal arrangement of books and readers. Books are stored on the walls and in free-standing stacks, and the readers are interspersed. There are open tables at which six or eight readers can sit, small tables for two with a dividing partition, alcoves for single readers, and easy chairs—thus affording a wide choice. The stock consists of an extensive collection of works of reference and all those books required by undergraduates (in the humanities and social sciences), in connection with the courses offered by the university. There is extensive duplication of copies: normally one copy to every ten students and sometimes one to five. The number of books available only on short loan may be as many as twelve to fifteen thousand. A proportion of the books in undergraduate collections is intended for recreational reading. These may be housed in separate rooms such as the browsing room at Harvard, which contains among other things a collection of contemporary verse, mainly English and American. There are also recordings, on disc and tape, of drama, poetry, prose, folksongs, etc., and machines to play them. The library building also contains study and discussion rooms, seminar rooms, sound-proofed typing alcoves, and a lounge.

136. In addition to making books readily available to large numbers of undergraduates, one of the main functions of undergraduate libraries in American universities is to provide reading accommodation. This is becoming increasingly necessary owing to overcrowding in halls and lodgings and the distractions of radio and television. Nevertheless, it has been pointed out that these libraries are costly to run. Not only must multiple copies be provided but the collection

must also be kept strictly up to date with new titles added and systematic withdrawal of the old ones. This clearly entails considerable expense in time and labour.

137. In the United States, one important result of the establishment of undergraduate libraries has been the increasing use made by undergraduates of the graduate library. It may well be that the habit of personal search inculcated within the manageable limits of an undergraduate collection has encouraged students to make use of more complicated catalogues and much bigger collections.

138. It was pointed out by several librarians in America that the term 'undergraduate library' no longer adequately described the institution. They were becoming collections of heavily-used material frequently resorted to by graduates and even members of staff as well as undergraduates.

139. Pressure on accommodation and demand for books present severe problems in expanding British universities just as they do in the United States, and needs have been made more acute by changes in teaching methods. At the beginning of 1964, the University of Liverpool opened an Arts Reading Room with shelving for 60,000 frequently-wanted volumes and with seats for 460 readers. The University of Leeds intends to build a separate undergraduate library containing books on all subjects. Objections raised in evidence to the concept of a separate undergraduate collection were that it would be virtually impossible to provide for all the needs of undergraduates in a small, separate collection; that the existence of such a collection would lead to unnecessary duplication; and that students might assume that their small collections covered all their reading needs, whereas it was essential to encourage students to read widely and to learn to use the resources of a large library.

140. We recognise the dangers of creating too small a separate collection and the desirability of making it large enough to give the student an intelligible and attractive conspectus of the literature of each subject. Moreover, we believe it essential that no student should be denied access to the research collections within the university. If the experience of some American libraries can be taken as a guide, it seems probable that greater use might be made of them by students who had first learnt to use a smaller collection. Ideally, doubtless, undergraduate libraries when established should be within the main library building, where the reader could most easily move when necessary to the research collections. But physical limitations make this impossible in many institutions, and accommodation has to be provided away from the main library.

141. Arrangements for meeting special demands from students can and are being made other than by the provision of separate undergraduate collections. Additional copies of books and additional accommodation can be provided in faculty, departmental, college or hall of residence libraries. Some universities maintain separate collections in the main library of items which may usually only be borrowed for short periods, if at all.

142. We are not able to recommend a uniform arrangement for the undergraduate provision in all universities because of their diversity. Whatever arrangements are made, the university librarian should normally have responsi-

bility for them. We recognise that the needs of undergraduates demand special attention and that their work is certain to suffer if library facilities are inadequate. In its evidence on financial standards⁽⁷⁾, SCONUL suggested £3 per student as a reasonable amount to be spent each year on providing additional copies of titles in frequent demand. In assessing the library grants within universities, special provision should be made for this, and this should be additional to the basic grant. The amount of £3 will require to be adjusted as costs rise.

Browsing rooms

143. The practice of collecting together in the main or central library a number of books of a general liberal nature or material which is not strictly curricular, is well-known in the United States and in Britain. The purpose of these collections, termed browsing collections, book-lovers' rooms, reading lounges, etc. has been variously described: it has been suggested that they provide the 'lost literary stimulus' which former generations of students found in a small college, and again that they provide the atmosphere for undergraduates in which they may be encouraged to read for pleasure, as though this were necessarily different from serious study.

144. The type of material provided in these browsing rooms or collections may depend on student demand, on the nature of the university's teaching and on the bias of a university towards scientific and technological studies on the one hand, and studies in the humanities and social sciences on the other. The needs of students may of course be difficult to assess, as they will be affected by the present availability of books in libraries to which they may have access: in the survey conducted at the London School of Economics, students generally favoured the novel for their extra-curricular reading and mainly those of recent authors—it is interesting to note that these books were more often bought than borrowed. In most universities where the main library attempts to make provision for extra-curricular reading, they will offer some or even all of the following:—the works of contemporary British, American and possibly Commonwealth novelists, poets and dramatists; English translations of modern foreign novels; recent biographies, perhaps including those not considered of a sufficiently scholarly level to be bought for normal stock; travel books; works on art, music, pastimes and hobbies; the experimental type of literary periodical and 'little magazines', not only British but also from the United States and certain European countries. Some collections include selected volumes of literary classics of all ages and from all countries. The browsing room may also be used as the centre for other literary and artistic activities, where gramophone records, for example, may be borrowed or listening rooms may be provided: in one American university it is also used as a store for framed reproductions of paintings or framed original lithographs and drawings which may be hired at a very small cost for a term or a session to hang in a student's room.

145. Probably the earliest browsing room was the Farnsworth Room at Harvard, originally, from 1915 to 1948, in the Widener Library and since then in the Lamont building. Browsing collections are also common in most of the university libraries of the United States, of which the Linonian and Brothers Room at Yale is perhaps the most splendid. Some of the best of the more recently established collections are to be found in student Houses.

⁽⁷⁾See Appendix 8.

146. In Britain there are no collections to match the magnificence of some of the American examples. The largest collections in British universities for general non-curricular reading are the R.C. Trevelyan Library at Birkbeck College and the Shaw Library at the London School of Economics. Many universities in Britain also provide students with opportunities for reading of this type by setting aside a section of the library for housing a select collection of liberal study material not necessarily relevant to the curriculum. A few libraries have made use of commercial firms which lend a collection of novels which are changed at frequent intervals.

147. The value of this service has been questioned by many librarians, some of whom have suggested that it should not be provided by the university library. The open-stack arrangement now accepted in most American universities tends, it is said, to obviate the need for special collections for recreational reading. One American librarian thought that such reading should be built into all courses and the books merged into working collections. Those in favour of the service point to the need of students of all faculties for general reading matter to be easily accessible, and it has even been suggested by a British librarian that 'browsing rooms would help to break down the isolation of the scientist'. It is certainly true that the browsing room can be one area in the university which is not restricted to students from one discipline only. It is considered that the browsing collection should be near to the entrance hall or to the main paths of circulation in the library, so that once students have used it, they may be encouraged to make use of other material in the main library. It is our view that a collection of non-curricular reading material properly maintained and constantly weeded can be of considerable value to students and should be provided wherever the university thinks appropriate. We have noted that some housed in the main or central library are well-used by students from all departments. At the same time the efforts made in some universities to offer excellent facilities for this purpose in halls of residence and colleges are clearly to be encouraged, provided that all students in the university have access to at least one of these collections.

Libraries in halls of residence

148. The function which hall libraries can fulfil are:

- (a) the duplication of some of the services given by a good main library in the university; and
- (b) the provision of those services which are not normally provided in a university library.

149. The first of these functions is achieved by purchasing most of the recommended books and periodicals to which constant reference is made by members of the hall, by cataloguing them and by making them available for reading either in the library or in the students' rooms. In addition some of the standard reference books, such as dictionaries, gazetteers and atlases, would be provided for consultation in the library only. The second function is fulfilled by purchasing and cataloguing material for general cultural reading like books on travel and recreational subjects, fiction, stamp catalogues, record catalogues and books of sporting records.

150. The extent to which it is desirable that a hall library, or libraries, should fulfil these functions, in the case of a particular university, depends upon the number, size and locations of the halls for that university. At one extreme, a university may have one or more halls, each accommodating 400 or more students, situated a long distance from the university library; at the other extreme a university may have several halls, each accommodating fewer than 200 students, and each situated within fifteen minutes' walking distance of the university library. Under the former conditions it is desirable that in each hall there should be a library that fulfils the two functions as completely as possible. Under the latter conditions there is little or no case for a library in any of the halls, providing for more than recreational reading material which may not be available in the university library. The extent to which a hall can provide the services that its size and location make desirable depends firstly upon the money available from university sources and from donors, and secondly upon the space which is, or can be made, available.

151. In practice the situation in any university may be different for each hall of residence and even the finances available for library purposes may not be the same in each hall. There are other factors, apart from the size, location or financial position of a hall which will affect decisions on library provision. These include the following:

- (a) a good hall library should do more than provide access to a heterogeneous collection of books. It should contain an adequate number of those books which are available for reference only in the university library; a number of the cheap and popular art books, books dealing with other cultural and general interest subjects, and fiction, many of which are usually not in a university library, and which may be of the paperback, or secondhand type; a number of books of the small but authoritative monograph type which are sufficiently cheap to be included in the university library as well as in hall libraries; a number of periodicals covering a wide range, with which most students would not come into contact in their normal course of study;
- (b) the size of the stock of the library, to provide some or all of these desirable features, would depend upon the money available for the accommodation, for the purchase of reading matter, and for paying staff. It is not necessary for the hall library to have a balanced stock. It is desirable that there should be a quiet room in which browsing—amongst books and periodicals—can take place in conditions free from television, newspaper reading and conversation. It is also desirable that the library should be open for browsing for unlimited periods—even for the 24 hours of every day in the week—despite the lack of control which this will involve. If books and periodicals are bought only out of the hall funds, which are created by means of a voluntarily-accepted levy on every student in that hall, there is a tendency for the lowest common multiple of taste to be adopted. If the funds consist of, or include, grants made by university authorities or patrons of the hall, a beneficial influence can be exerted on selection;
- (c) in some universities only a small proportion of the student body may be accommodated in halls of residence. In these circumstances it may be considered that those living in halls will have an unfair advantage over the other students if the hall libraries offer a wide range of students'

texts. Further, as was mentioned in paragraph 147, all students should have access to at least one of the collections of books in halls of residence, intended for recreational reading.

Libraries in student unions

152. In a university, such as a civic university, in which the union building is the principal centre of student life, a library is desirable which would have the same function and scope as the library which is suggested above for a large hall situated at a considerable distance from the university library. Such a union library would, however, need to be larger and wider in scope than a hall library. There seems to be no justifiable reason why the university should pay for the library, and the money for providing and operating a union library should be allocated from the funds of its students' union.

LIBRARY PROVISION FOR RESEARCH

153. University libraries have the task of providing material for members of teaching staff and graduate students. Numbers in both these groups have increased in recent years in relation to undergraduates. In the academic year 1964-65 the number of full-time teaching and research staff in universities and university colleges was 18,375, and the number of students reading for higher degrees and certain higher diplomas was 33,444 (including 7,877 part-time students). Research is of the essence of a university, but it is becoming less and less possible for scholars to build private collections of the books which they need for research.

154. The needs of research vary from discipline to discipline. It is convenient to consider them under three broad groups, the humanities, the social sciences, and science and technology. But some common points can be made about all. The senior members of a university need access to a far greater number of books and periodicals than undergraduates—and in some subjects, of course, manuscripts and archives are necessary as well. Moreover, the outpouring of print has become enormous, and is likely to become even more so. This, coupled with the unpredictability of demand in many subjects, makes the selection of material for research a very difficult task.

155. No library can be self-sufficient in all fields. The problem is to decide where local sufficiency ends and where reliance on other collections begins, and this consideration has been in the fore-front of our minds when considering foreign acquisitions and inter-library lending. In science, some quantitative studies have been made of the frequency of use of periodicals. But, in general, there has been an almost total absence of investigation into the adequacy of academic library collections to meet faculty and research needs. Such tests may be difficult, or in some subjects impossible to devise, but we recommend that research should be conducted in this field by university libraries.

156. The users in all subject fields must first discover what they wish to read and then read it. Except where the items to be read are actually found by browsing, separate actions are necessary to obtain the required items. Some of these items may be immediately available in the university library. For others, there may be supply delays while the items are recovered from loan or obtained from

other libraries, or while the user travels to consult the items in other libraries. What supply delays will be tolerated by different sorts of users we have not attempted to measure, but we are satisfied that these tolerances are to a great extent the results of adjustment to the actual supply position. For instance, a user who wishes to consult a manuscript in a remote library will tolerate a delay which would not be acceptable to a scientist wishing to consult a recent periodical, even though the scientist might only wish to confirm a subsidiary point, while the absence of the manuscript might completely hold up the other user's research.

157. We are aware that, in all subject fields, there is an economic equation in which the cost of providing immediate availability has to be balanced against the cost of borrowing from, or consulting material in remote libraries, as well as the cost of the interference in the research process which the supply delay creates. Time has not permitted us to collect the data to set down this equation but we are clear that there should be a high percentage of immediate availability in all subject fields, though one hundred per cent immediate availability would not be practicable even with unlimited funds.

158. Within this generalisation, there are certain types of literature for which there is a special need for immediate availability. These types are especially useful in helping the user to discover what he wants to read or in forming the basis for research. One of these types might be described as 'guides to the literature'. This type includes abstracting and indexing publications, bibliographies and progress reviews. Another type includes systematic analyses of particular subjects, for example subject encyclopaedias, fauna, flora, Beilstein, statistical digests. A further type consists of the standard literature over the whole range of a university's interests, for example, critical editions of literary texts, historical source material, and catalogues, especially union catalogues such as *Gesamtkatalog der Wiegendrucke*, and short-title catalogues (like those of the British Museum's French, German, Italian, Netherlands, etc. catalogues). There is also a need for a wide selection of newly published books and periodicals acquired as they appear. These are essential to the university teacher keeping abreast of the advances in his subject.

159. Beyond this we believe that each university library should have sufficient funds to build up collections in depth in subject fields of special interest to it. Just as the undergraduate is wasting his time if he cannot obtain ready access to the books he wants, so the time and energies of senior members of the university can be squandered by inadequate research collections. This need for a large measure of intra-mural sufficiency in no way conflicts with our view that the resources of all academic libraries form a national resource, and that visits to, and borrowing from, other collections will continue to be necessary. Further, apart from printed books, the historical and literary scholar must consult manuscripts in other libraries, just as the historian of art must travel to see the originals rather than rely on reproductions in books.

160. The development of research collections by universities, especially in the humanities and social sciences, usually reflects their research interests. While we believe that no university library will become adequate if it simply caters for immediately-expressed demands, it is unrealistic to suppose that unlimited funds will be available to permit the acquisition by all universities of collections in depth over the whole range of subjects. We recommend, therefore, that

librarians and directors of research should jointly discuss library provision. Moreover we think it essential that the library implications of proposed research projects should be fully considered before they are put into effect.

161. In the evidence submitted to the Committee by academic bodies, almost all have drawn attention to the urgent need for libraries to provide better research facilities. For example, the Association of University Teachers reported that 'The results of the questionnaire to our members support the view that many members of staff find their research work hampered by the lack of an adequate library service'. The inadequacy of library collections was a common point made by associations of teachers in various subjects. The production of recorded communications greatly exceeds the capacity of individual libraries to acquire or provide ready access to them.

Research collections in the humanities

162. Library materials are for the humanist the raw materials of research. They are not, as in the experimental sciences, a record of results ancillary to investigations in the laboratory. If the growth of the literature of the humanities has been less spectacular and publicised than that of the sciences, it has none the less been very great, nor does there seem to be any immediate likelihood of its decline. Moreover, much of the material retains its validity indefinitely, and the medievalist, for example, may want to consult printed books published from the fifteenth century onwards. Further, for him as for many others, manuscripts and archives are of primary importance.

163. The humanist is less dependent upon abstracting services and literature guides than the scientist. Although bibliographical services could well be improved in many subjects, the difficulty or impossibility of identifying with terminological precision some problems and topics will remain. It is perhaps because the difficulties are less that literary studies are presently best served in this respect. Library catalogues and calendars of manuscripts are, however, the starting points of enquiry. Free access to a large collection, in which the books are arranged in systematic order, is a valuable service. There is need to 'read round the subject', and browsing is probably more beneficial than in other disciplines. But we would repeat that investigations should be undertaken by university libraries to find out more about the ways in which scholars in various disciplines use libraries.

164. The humanist requires access to a wide range of monographs and periodicals, with the former playing a proportionately greater role to the latter than in the sciences. Historical and literary studies cannot be pursued without reference to original sources and texts, and repeated reference to them is often necessary. Many items are required for long periods and demands for them cannot be properly satisfied by the inter-library loan service or by visiting other libraries. Two special features of provision for humane studies may be mentioned. First, the competition for scarce copies of out-of-print items grows more acute each year. The notable success of many transatlantic libraries seems to point the lesson that copies can more readily be found if there is sufficient money to attract them. Moreover, few British libraries have the funds to acquire the increasing range of reprinted items whose publication has been made possible by photolithography and other new copying techniques. Secondly, since the whole world has now opened up, university libraries can no longer consider acquiring publica-

tions from Western Europe and the United States alone. In many universities research demands the acquisition of material from Eastern Europe, Asia, Africa, and Latin America.

165. The collection of research materials inevitably raises the question of acquiring rare books. It is not proper to subsidise from public funds a desire to acquire items simply because they are bibliographical curiosities. But rare books are essential for many sorts of research. First editions, for example, are usually the basis for definitive editions of literary texts. The rare broadsides and political pamphlets of earlier centuries are the stuff of history. Photocopies and facsimiles will serve many purposes but not all. For the textual scholar an examination of the original is necessary. The duty of libraries, and particularly of the national and oldest libraries, in preserving for future generations the body of man's recorded achievements, cannot be ignored.

166. In this connection benefactions often create obligations. In his evidence, Dr. J. N. L. Myres, former Bodley's Librarian, gave an example of this. His Library had been able 'with the help of generous benefactors to trace and negotiate the purchase of most of the existing correspondence and papers of John Locke. In order to provide the appropriate source material and *apparatus criticus* for this new field of important research and publication the Library has made a determined and successful effort to build up a collection of Locke's printed works and of contemporary philosophical works which is now unparalleled. But to contrive to improve the resources of scholarship in this way requires special financial provision'.

167. Finally there are the problems which arise from the doctrine 'humani nihil a me alienum puto'. These apply with perhaps even greater force in the social sciences. To take cases which may seem trivial, an analysis of children's comics might be of importance to studies of delinquency, of popular culture, or of reading standards, while a content analysis of women's magazines might be of great importance to a number of industries manufacturing consumer goods. The retention of everything seems impossible in more than a few libraries—perhaps only one; fortunately, this is a service which the British Museum is able to offer on a very comprehensive scale.

Law

168. The Society of Public Teachers of Law submitted to the Committee evidence, including information on law library facilities, which it had received from universities by means of questionnaires. In this evidence it reported that a number of university law libraries still fell short of the minimum standards which had been drawn up by the Society in 1958 and which included titles other than for English law chosen on a very selective basis: that multiple copies of certain treatises and duplicates of the main series of law reports, legal periodicals and other reference books relating to English law needed to be acquired because of the growth of law schools; that 63 per cent. of university teachers at provincial universities considered their library facilities inadequate for research; that except for English law, the academic lawyer doing research had to look for his materials almost entirely in academic libraries; and that scholarly practitioners and judges also needed access to academic libraries from time to time. Beyond the attainment of the minimum standards drawn up by the Society and the purchase of adequate multiple copies, it recommended that

- (1) universities, in which particular specialist fields are emphasised at the research level, should be enabled to provide adequate library facilities for the development, continuation and improvement of such research;
- (2) the Commonwealth and foreign collections at the great law libraries (Cambridge, London, Oxford) should be expanded. In these libraries the goal should be comprehensive coverage, and law teachers and research workers at the universities should receive financial assistance to enable them to visit and make use of these centres; and that
- (3) if further university law schools are to be created, sufficient money should be forthcoming to permit the establishment of libraries in accordance with the Society's minimum list of holdings.

The second recommendation demonstrates a special characteristic of the way in which lawyers conducting enquiry use libraries, namely for reference rather than for borrowing. Material in law is also required by students from other disciplines notably the social sciences.

We support these recommendations and would add that the Scottish universities which have law faculties should, in addition, have adequate resources for the purchase of books on Scots Law in its various aspects.

Research collections in the social sciences

169. The social sciences are passing through a period of rapid change and development. In view of this all the social scientists who presented evidence complained of deficiencies in library provision. These reflect the failure of libraries to keep pace with growth, failure due largely to shortage of funds and to lack of staff trained in the social sciences. The recent establishment of social science faculties and departments has meant that little time has been available in many universities to provide adequate coverage. The national collections, as well as most university collections, are inadequate.

170. It is difficult to delimit the boundaries between disciplines, and even the boundaries between the social sciences, the natural sciences and the traditional humanities. As regards natural science, there is an overlapping area which includes the borderlands of ecology, social biology, physiology and social medicine. There is an increasing interest in the social, political and economic consequences of science and in its organisation, and mathematical reasoning and the use of data processing techniques are common to natural science and the social sciences. Similarly, the frontiers between the social sciences and the older humanities are disappearing. General linguistics, for instance, which is an area of great intellectual importance, cuts right across the older disciplines of logic, grammar, sociology, physiology and psychology. The development of special area studies also presents difficulties. Most library classifications are based on a systematic division of knowledge, and scholars interested in an area have, therefore, to range over much of the library to collect the necessary material. This has advantages, however, as well as disadvantages.

171. The volume of scholarly publications is growing at least as fast as in the natural sciences, but the lines between the categories are not as clear. For instance, articles of substantial scholarly importance may appear in high-class journals, weekly or even daily. This happens because research findings may be of immediate public importance. There is delay in the publication of articles in learned journals, and the practice of circulating mimeographed copies of research papers

privately, a growing practice, is not an effective form of publication. Among library materials central to many subjects are categories which are sometimes described as ephemeral or fugitive. They embrace newspapers, news periodicals, pamphlet and broadsheet literature and a wide range of official and semi-official publications. These present special difficulties of handling and processing, but modern photocopying facilities render them much more accessible than they have been in the past.

172. The use of social science literature has more in common with that of the humanities than of the natural sciences. Access to a wide range of periodicals is important, not least to improve awareness of new work. The total number of periodicals published continues to increase greatly, yet the use of non-periodical literature predominates. An analysis of references and citations given in a representative sample of articles from recent issues of British periodicals, covering a wide variety of papers, was included in a paper on the literature of the social sciences which was submitted to the Committee by SCONUL. This clearly showed the mixed character of the material used by the authors of the articles, and only a third of all the references was from periodicals. Only one-thirteenth of these, incidentally, were from journals not in English. Repeated reference to sources, often complex and bulky, is necessary for long periods; browsing is perhaps beneficial; rare books and manuscripts are important in many subjects, while much of the literature retains its value indefinitely, and there is the problem of knowing what to preserve of the apparently trivial. Further, research as opposed to fact-finding is concentrated in the universities, whose libraries thus have a special responsibility for the provision of social science literature. As in the humanities, abstracting and bibliographical services are less well developed than in the natural sciences. Systematic literature searching through published guides is thus less satisfactory, and there is a consequent need for adequate assistance from specialised library staff. It will be seen from the immediately preceding paragraphs that there are serious deficiencies in library provision for the social sciences. Every attempt should be made to assist university libraries to meet their responsibilities in this field.

173. The social sciences depend to a considerable extent on data archives. These arise partly from the ordinary business of government and partly from specially-commissioned surveys. It is probable that in the next twenty years data of this kind will be largely stored in computers. Britain appears to be lagging badly in the development of data archives recording social and economic experience in this country; yet they are of extreme importance for the management of national policy and of research related to it. They are also of importance for teaching at graduate level, because so much social research depends on a grasp of the problems of data collection and processing, and of the use of data in relation to hypotheses and models. This can only be learnt by supervised practical experience. So far as we can judge from the material at present available to the informal committee on survey-data archives, and from reports of what has been done in other Western countries, the problems which arise can only be handled nationally. It may be possible to delegate responsibilities to particular universities, but only within a national plan. The Social Science Research Council has already taken some preliminary steps in that direction. We recommend that they should press the matter forward as one of urgency in collaboration with other departments concerned and with the University Grants Committee.

174. Maps are of great importance to geographers and others, and to the former, aerial photographs are also necessary. Most departments of geography house considerable collections of maps and atlases which, for research purposes, are supplemented by the great central collections in the Map Room of the British Museum and the Royal Geographical Society. (The map catalogue of the British Museum is being published in its entirety at the present time and publication in fifteen volumes will take place in 1966/67). Such map work involves the collation of maps in physical juxtaposition, and in its evidence to us the Institute of British Geographers has pointed out that it is highly desirable to have comprehensive central collections with the most extensive cover possible (historical as well as modern material), permitting the greatest ease of access to accredited students, and with a full range of services including bibliographical and photographic. The Institute believes that at the same time over-centralisation in London has disadvantages and that support should be given to the establishment and expansion of important regional collections, such as those of the Royal Scottish Geographical Society in Edinburgh; the air-photo collection housed at the University of Keele; and the specialised collections associated with centres of area studies. That there should be adequate regional collections, we would certainly support.

Research collections in science and technology

175. Periodical literature is of overwhelmingly predominant importance. Monographs, handbooks, reports of symposia and conferences are required, as too, are abstracts, volumes of the 'Annual Review' and 'Advances in' type. In the experimental subjects, a knowledge of the results of laboratory investigations already carried out is vital to further enquiry. An adequate library is as essential in experimental as in theoretical disciplines.

176. In science and technology, the literature is always in process of becoming obsolete. Use rapidly falls off with age, and in most subjects only a relatively small group of classic papers retain their value. Abstracting services in many subjects are highly developed, and are being continually improved. Two major deficiencies remain. First, there is a delay not only between writing the paper and its publication, but also between publication of the paper and the appearance of its abstract. This latter gap is partially bridged by the rapid dissemination of periodicals giving lists of papers only. Second, a literature search may have to be conducted through many volumes of abstracts. One search in a complete store of abstracts would be quicker, and it is hoped that automated aids will be of value in this respect.

177. The pattern of library provision in science and technology is much more satisfactory than in the humanities and in the social sciences. Individual university libraries should have sufficient funds to acquire those periodicals and books which are necessary in each library because of the frequency with which they are consulted or because they are basic to the study of a subject. Many scientists rightly place the greatest emphasis on immediate access. To them, the NLL, and other libraries to a lesser extent, can lend the less-used titles not available in their own university collections.

178. This is not to deny that there are severe library problems facing scientists and technologists. But they are problems of publication and information retrieval rather than of provision. The exponential growth of scientific literature has

become a commonplace and shows no sign of declining. The task of bibliographical control becomes thus more severe, and individual scientists find it increasingly difficult to keep abreast of their subjects. In this context we repeat what we have said above, that it is essential that each library should provide the fullest range of abstracts and literature guides, and should take part in the thorough testing of mechanised bibliographical services as they are introduced experimentally.

179. One problem of provision does remain to be resolved, and that is the ready availability of report literature, which is specially important in the applied sciences. Increasing numbers of reports are published by research bodies and agencies outside the universities, particularly in the United States. It is often difficult not only to find out what has been issued, but also to acquire or borrow it. Many of these reports are not covered by the general bibliographical guides, and their control is further complicated by the fact that many research agencies publish reports spanning a broad group of subjects.

MEDICAL LIBRARIES

Special needs of a medical library

180. Under the National Health Act 1946, universities share with the Ministry of Health responsibility for postgraduate medical education in the region in which they are situated, i.e., not only for the education of medical personnel doing academic research in the teaching hospital, but for all medical men in the region whether housemen, registrars, general practitioners or consultants. It is becoming increasingly recognised that, though there will be teaching in all regional hospitals and the provision of working libraries, the main responsibility for ensuring a proper standard of library facilities will fall on the university acting with the Board of Governors of the teaching hospital and the Regional Hospital Board⁽¹⁾. In its *Recommended Standards for Libraries in Hospitals*⁽²⁾ the Library Association says that 'A headquarters regional medical library is essential both to provide a focus for library provision in the region, and to provide specialised material throughout the region through the customary inter-loan procedures. Where there is a university medical library at the centre of the region, the university authorities could be asked to undertake the kind of service required for the region'. The hours of work appropriate to clinical studies and the responsibility for patient care make it essential to have library facilities within close reach of wards and laboratories. They should be open for as many hours of the 24 as possible. The precise nature of arrangements need investigation, but a possible scheme is that which already exists in Northern Ireland, where the Northern Hospitals Authority makes an annual grant to the Queen's University of Belfast. The extent of the service required in terms of staffing, book grant and administrative expenses should not be underestimated either by the Regional Board or by the university. We are of the opinion that, where possible, the medical library of a university should be associated with the arrangements for the provision of medical literature in the Regional Board Area, working in association with the University Committee for Postgraduate Medical Studies. We also would agree with the views expressed by the Library Association that

⁽¹⁾Hospital Memorandum (64) 69—HMSO.

⁽²⁾*Hospital Libraries: Recommended Standards for Libraries in Hospitals*, Library Association (1965).

universities undertaking these responsibilities should receive financial support from hospital authorities, particularly for the provision of working libraries in the Board Hospitals as outlined in HM. (64) 69.

Character of the library

181. The size of a university medical library must depend on the geographical siting of the pre-clinical departments and the teaching hospital in relation to the main university library and to one another. This geographical arrangement is variable. It is impossible to give a precise account of a medical library that will fit every university. In some cases, the teaching hospital is some miles from the university library; in others it is less than a mile. The relationship of the teaching hospital to the pre-clinical departments is also variable. These departments may expect their library needs to be met either in the medical library or in the central library, depending on their geographical situation.

182. In no case, however, should the medical library be considered a substitute for the central university library. Many books and periodicals held in the medical library should also be held in the central library for the use of science departments other than medicine. Duplication is inevitable and cannot be considered extravagant when the cost is set against the saving of the time of the hospital staff as well as the university staff.

Books and periodicals

183. The library of the medical school is essentially to be regarded as a working library which will be expected to provide, as already indicated, for a wide range of readers from students to professors and also for the general practitioners and consultants of the region. It may be necessary, therefore, to remove to the main university library all books and manuscript material of an historical nature and to keep the stock up-to-date by continual weeding.

184. For students, it is essential to have at least two, and sometimes more, copies of certain important text-books, one copy confined to the library, the others for lending.

185. To obtain some idea of the standards required for a satisfactory medical library service we have considered several in this country. It is difficult to find a library which could be put forward as an example. It may be stated that a medical library in one provincial university which is not yet offering services to the Regional Hospital Area, and is therefore only adequate at present and which will need to be further developed in the future, fulfils at least the minimum requirements for a medical school. It has a library building covering 23,000 sq. ft. accommodating 188 readers in a school with about 700 students (excluding dental students who have a separate library). Its stock is approximately 75,000 volumes of which a large proportion is periodical literature. It receives about 1,000 different periodicals currently and the annual allocation for the purchase of books, periodicals and binding in the session 1965/66 was £9,750. It will, of course, be necessary for this sum to increase by about 10 per cent. per annum merely to maintain the same standard of provision.

Staff

186. The staff of this medical library consists of four graduate, qualified librarians, six non-graduate library assistants and a secretary; the library of the

dental school is also administered by this staff. A staff of this size in such an environment is not adequate to give reader service of the quality which is expected at present. As tapes for information retrieval, like the MEDLARS service, become available, it will be essential to have trained personnel capable of filtering questions for suitability and defining the terms of search before requests for a computer search are sent to be processed. (See also para. 573).

Facilities other than books and periodicals

187. In addition to books and periodicals an academic library must rightly provide a minimum of reader service and facilities since, though such services may be available in the large university library, they are also required by the large clientele of the medical library serving regional postgraduate needs as well as medical school needs. Such facilities include:

- (a) a good collection of guides to scientific literature such as *Index Medicus*, *Chemical Abstracts*, etc.;
- (b) a copying machine to be used under proper safeguards of copyright. Research workers require to have by them a large number of the detailed tables and figures found in scientific papers. It is not always sufficient to read an article in the library and then return the book to its shelf;
- (c) microcard and microfilm readers;
- (d) facilities for obtaining books, papers, etc. from the NLL, preferably by Telex; and
- (e) computer facilities which, if not already available in the teaching hospital or university, are likely to become available in the near future. A computer terminal, therefore, to link the library with the appropriate computer should be regarded as an essential piece of equipment.

188. Some medical librarians supply regular titles and abstracts of current literature on subjects of particular interest to members of the staff at stated intervals. Quite apart from the MEDLARS service, it is a great advantage for bibliographical help to be available to senior scholars who have many other teaching and administrative duties, in addition to their research activities.

Integration with university library

189. There should preferably be a union catalogue of the holdings for all libraries in a university which would include the medical school library. This becomes increasingly important as the integration and overlapping of the different science disciplines, including medicine, continues. The precise pattern of integration of different libraries within the university will clearly vary from one place to another, but it is essential to ensure that the librarian of the medical school library in the hospital has close contact both with the main university library and other large departmental libraries, particularly those associated with the pre-clinical departments. Early access to new books and periodicals is of importance to all scientists; therefore, the ordering and delivery of books and periodicals should be decentralised though there should be union catalogues.

CONCLUSIONS AND RECOMMENDATIONS

190. Academic staff should do all they can to encourage students to buy books and should give them all possible guidance as to what books to buy (para. 125).

191. Every institution should ensure that there is a bookshop on or near the campus (para. 127).

192. We strongly recommend that, despite any administrative difficulties which will be involved, a voucher system with adequate safeguards should be introduced as soon as possible in order to ensure that book grants are properly spent (para. 128).

193. Vouchers should cover both new and second-hand books, periodicals and if practicable, instruments (para. 129).

194. Vouchers for a whole academic year should be issued at the beginning of that year (para. 129).

195. Vouchers should cover a very substantial proportion of the entire book grant. Students should receive the remainder in cash to enable them to buy second-hand books from each other and stationery (para. 129).

196. It is essential that librarians be given every assistance to meet 'surges' of demands for the same material. To this end, much closer and more frequent liaison than exists at present will be needed between academic and library staff, on lists of prescribed text-books and books of reference (paras. 132 and 133).

197. Whenever separate undergraduate collections are established, it is essential that no student should be confined to such collections and denied access to the research collections within the university (para. 140).

198. We recommend that, at present costs, additional funds of the order of £3 per student should be made available each year to university libraries, for the provision of multiple copies of material in frequent demand—this amount to be additional to the basic library grant and to be adjusted as costs of books rise (para. 142).

199. Properly-maintained collections of non-curricular reading matter can be of considerable value to students. Wherever such collections are housed in halls of residence and colleges, all students in the university should have access to at least one of them (para. 147).

200. Libraries in halls of residence are desirable in large halls which are at a considerable distance from the main university library. In such circumstances, the hall library should aim to complement and supplement the service provided by the main library (paras. 148-150).

201. A quiet reading room is desirable in a hall library and the library should be open at all times (para. 151).

202. Where libraries are provided in student unions, they should be financed from union funds (para. 152).

203. We recommend that research be conducted by university libraries into devising tests for the adequacy of academic library collections to meet the complex needs of faculty members and research students (para. 155). Investigations should also be undertaken to find out more about the ways in which scholars in various disciplines use libraries (para. 163).

204. Whilst immediate availability of all required research material is neither economic nor practicable, there should be a high percentage of such availability

in all subject fields (para. 157). There is a need for immediate availability at all times of certain types of essential literature (para. 158).

205. Each university library should have enough funds to build up collections in depth in subject fields which are of special interest to that institution (para. 159). In view of the financial limitations, however, we recommend that libraries and directors of research should jointly discuss library provision and that the library implications of proposed research projects should be fully considered before they are put into effect (para. 160).

206. With regard to law, adequate library facilities for the continuation and development of research should be provided at appropriate institutions, and the Commonwealth and foreign collections at the great law libraries of Cambridge, London and Oxford should be extended. Any new law schools should be enabled to establish libraries conforming to the minimum standards of the Society of Public Teachers of Law. Law faculties in Scottish universities should, in addition, have adequate resources for the purchase of books on Scots Law (para. 168).

207. There are serious deficiencies in library provision in the social science field both at universities and in national collections. Every attempt should be made to assist university libraries to meet their responsibilities in this field (paras. 169-172).

208. Data archives are of particular value in the social sciences. We urge that the Social Science Research Council, in collaboration with the DES and other Departments concerned, should treat the whole question of the development of a national policy for data archives as a matter of urgency (para. 173).

209. Whilst there should be comprehensive central collections of maps and aerial photographs, accessible to accredited students and with a full range of services, some support should be given to the establishment and expansion of important regional collections (para. 174).

210. Individual university libraries should have sufficient funds to acquire those periodicals and books in science and technology which are needed in each library, either because of the frequency with which they are consulted, or because they are basic to the study of a subject. Furthermore it is essential for each library to provide the fullest range of abstracts and literature guides within these fields and to take part in the testing of mechanised bibliographical services as they are introduced experimentally (paras. 177 and 178).

211. The medical library of the university, working with the university's Committee for Postgraduate Medical Studies, should be associated with the arrangements for the provision of medical literature and library services in the Regional Board Area (para. 180).

212. Financial support for the medical libraries both of the university and of the Region should be given by the Board of Governors of the Teaching Hospital and the Regional Hospital Board (para. 180).

213. At least two copies of all essential text-books should be available in the medical library, one to be kept there permanently (para. 184).

214. There must be trained staff to filter questions and to define terms of search when tapes for information retrieval become available (para. 186 and 585).

215. The medical library must provide some reader service and facilities (paras. 187 and 188).

216. As computer facilities become available, a computer terminal should be regarded as an essential part of the library's equipment (para. 187).

217. The librarian of the medical library in a hospital must work closely both with the main university library and with certain departmental libraries (para. 189).

Chapter V

ACQUISITION OF LIBRARY MATERIAL

POLICY

218. Each university library should have an acquisitions policy and this will differ in detail from that of every other university library. There will, of course, also be many points of similarity and these are treated in the following paragraphs. Some libraries in the United States and a few in this country have drawn up full statements of the aims and objects of their acquisitions policy. This ensures continuity, despite changes in the personnel of the acquisitions division of the library, and enables the university authorities to distinguish patterns in book-buying. It is also valuable in pointing to collections in the library, any of which may be developed as the outstanding one in any field in a region or nationally. A statement of acquisitions policy needs to be revised constantly in the light of new gifts, of special fields of development within the university, or of areas which have ceased to have relevance to the university's teaching or research.

TYPES OF MATERIAL ACQUIRED

219. The policy document of a university library will consider all subject fields which are to be developed in relation to the needs of the students and staff of the university, all special collections and all types of material—whether printed or not. Some examples of the material which a university library may be expected to collect and which pose different problems in their acquisitions methods are

- (a) students' texts;
- (b) books currently published;
- (c) series;
- (d) currently published periodicals;
- (e) rare books and manuscripts;
- (f) general desiderata including back sets of periodicals; and
- (g) other materials—
 - (i) maps;
 - (ii) sheet music;
 - (iii) microforms;
 - (iv) recorded sound on tapes or records;
 - (v) ciné films and other visual aids; and
 - (vi) cards and tapes for computers.

Each of these items will need to be treated in the library's policy document. They also must be considered separately in a discussion of the library's attitude to the rest of the university.

(a) *Students' texts*

220. A full account of the Committee's deliberations on the provision of students' basic text-books has been given in paragraphs 119 to 129. It suggests

that steps should be taken to ensure that students use the element of their grants intended for book purchase to provide themselves with their essential reading. This will relieve the university library from the purchase of large numbers of copies of students' texts, although the library will still have to undertake responsibility for providing those books which students cannot be expected to buy. It will obviously be the duty of the academic staff to advise the library on those books which will need to be duplicated and on those which, because students have been advised to get their own copies, the library should provide only as reference copies. It must also be recognised that books which are 'text-books' for some students are peripheral reading for others.

(b) *Current books*

221. The acquisition of currently issued monographs is perhaps the most important aspect of a library's intake—certainly it is the largest. All members of the academic staff need to know which books are being published in their fields and, if possible, to see critical reviews of them. In most fields of science and technology the average period of intense use of a monograph is about 18 months and the intensity of use diminishes rapidly from the date of publication; to a lesser degree a diminution in demand is evident in other fields—particularly those concerned with contemporary affairs. It is essential, therefore, that a high proportion of books purchased should be available for consultation in the library as soon as possible after publication. Yet some academic staff, particularly in arts departments, prefer to wait for a review of a book, sometimes a year or more after publication, before deciding to ask for it to be purchased.

(c) *Series*

222. The acquisition of certain types of publication raises difficulties over a library's policy and methods. Some works are published intermittently over the course of many years e.g. *Monumenta Germaniae Historica* or Gmelin's *Handbuch der anorganischen Chemie*. They are a continuing but irregular financial commitment. A similar situation occurs in the case of works published in parts or volumes with a specified limit, e.g. Valéry's *Cahiers* in 29 volumes, which also may be issued at irregular intervals. The decision to order material of this nature is clearly of concern to the librarian as a matter affecting future budgeting.

(d) *Current periodicals*

223. The decision to subscribe to a periodical is a continuing commitment which should be discontinued only for excellent reasons, of which lack of funds should not be one. The results of cuts in financial support of universities in the 1930's are still evident in the gaps in periodical runs in many of the large libraries. Obviously a decision to commence subscribing to a periodical cannot be taken lightly. Some universities have set up sub-committees of the university library committee to consider all applications from the academic staff; in others, the library staff examines specimen numbers of new journals which have been suggested by departments. It is common practice to take out one year's subscription in the first place and reconsider the periodical at the end of the year in the light of the records of its use and the comments of the academic staff. Whatever machinery is set up for selecting the journals to be acquired, the co-operation of library and academic staffs is essential.

(e) and (f) *Non-current material*

224. All libraries need to acquire material printed or written in the past. This may consist of books to fill gaps in periodical sets, older books including rare

and valuable printed books, manuscripts and university archives. Information on their availability for sale will normally be obtained from booksellers' catalogues and from auction catalogues which are perused by library staff. Obviously those members of the library staff will need to be aware of all aspects of the university's development, of the requirements of individual scholars and of the special collections in the library in order to be able to select those items which the library should acquire to make the best use of funds. In this connection also, the library staff must be fully conversant with the trends of the book market, and particularly of current prices.

225. The compilation of lists of desiderata may be undertaken by the library staff checking the collections with reputable bibliographies and then obtaining the advice of the academic staff on priorities.

(g) *Other non-book material*

226. We now consider a university library's policy in relation to the acquisitions of music scores, maps, microfilms, sound recordings, ciné films, computer tapes, etc. The policy adopted by any library will of course determine the methods used to select the items to be ordered. Maps may, unless there is a specialist on maps in the library, be organised by departments of geography and geology, and music by the department of music. Microfilms and microforms will generally be obtained at the specific request of a member of the academic staff: microcards, etc., which constitute a form of publication, may be ordered to fill known gaps in the collections.

227. It is unlikely in the near future that libraries will, as a matter of course, purchase sets of punched cards and tapes for use with a computer, since they will usually be acquired for a research project by a department or school. During the time they are currently in use, they may be held in the computer centre or in the department, but when they cease to be of immediate value, the library may be required to store them.

BOOK SELECTION

228. In the previous paragraphs it is suggested that responsibility for many aspects of book selection rests on the library staff. The need for placing such responsibilities on the library stems from two factors—first, only the library staff can be fully conversant with all aspects of the library's collection; and secondly the range of material from which selection must be made is so wide, that there must be some central selection organisation in the library itself, which can refer difficult or borderline cases to members of the academic staff. Any large library will receive notification during the year of about 350,000 new books by way of publishers' circulars and catalogues, national bibliographies, reviews in scholarly journals, etc., from all parts of the world. In addition, several hundred booksellers' catalogues from Europe and America, each listing an average of 500 items, and several dozen auction catalogues, numerous lists of facsimile reprints of earlier scholarly works, and catalogues of microform editions of all kinds of publications will be received. This does not take into account the lists of official publications of foreign governments, newspapers both domestic and foreign, and ephemeral literature of all types not recorded in publishers' catalogues or other trade lists. A scholar is usually expert in the bibliography of his own field,

and knows a good deal about current and forthcoming publications. But he may well forget or be absent-minded about making recommendations to the library; he has no general responsibility for the library as a whole; and in any case his personal concerns illuminate only a small part of the whole field. The individual scholar can therefore contribute much to book selection: but reliance on his judgement is not enough, there must also be continuity in policy and bibliographical expertise of a more general kind. As regards books needed for their own students and for their own research, responsibility must rest with the academic staff. But in this also they need the professional help of library staff, to ensure that the field is surveyed systematically, and that orders are submitted quickly and clearly, and are promptly executed.

METHODS

229. In the past, when there was very little money available for the purchase of books, it was common practice for university libraries to divide up all, or almost all, of the funds set aside for books between the various departments of the university. Book selection therefore was entirely in the hands of the academic staff and no co-ordinated buying policy was possible. Purchases were made in general to provide for the departments' immediate needs and there could be little attempt to buy books in subjects which were not currently taught or were not the subject of current research. Further the information on which selection was based was liable to be inadequate, since it was not usually the result of a careful sifting of the total literature published.

230. In some departments which were large enough to warrant it, members met from time to time to discuss books for purchase. This type of book-selection committee meeting was also arranged by faculties and in some cases for the university as a whole, organised by the library committee. Whichever of the systems was adopted, its defect was that it usually resulted in a delay of weeks or even months between the date of publication of an item and its appearance on the library shelves.

231. With the greatly-increased book funds in the post-war period and the rising tide of paper, the acquisitions departments in university libraries have expanded and taken on additional tasks. The library staff has developed an increasingly close relationship with the academic staff whom they provide with information on new books published in their fields. If the system of departmental allocations of the book fund is still retained, suggestions for items to be purchased are then sent to the library to be ordered. The library's function in those circumstances is to provide information only; the decisions on which books should be ordered are still the responsibility of departments.

232. More recently, in many universities, the rigidity of departmental control has been relaxed to give the library a more significant place in book-selection procedure. In some libraries the staff order immediately on publication, or even prior to publication, those books which are evidently works of scholarship; any other works which may be of dubious value, very expensive or of marginal interest to the research of the university may then be referred to academic staff for their advice. Many libraries receive books on approval for the consideration of both library and academic staff. Where a university bookshop exists it should be able to offer this facility as part of its services.

233. In many Continental and some American universities the library orders everything, mainly on its own initiative. This is the position in public libraries both in this country and abroad since the staff has no one to refer to; the excellence of the collections of the New York Public Library, for example, is a tribute to its acquisitions division and the Reference Libraries in Birmingham, Liverpool and Manchester also reflect the quality of their book-selection staffs.

234. The highest quality of service in acquiring speedily all important works of scholarship and such other material as may be relevant to the teaching and research of university departments is only possible if the library has subject specialists in every, or at least most, of the fields covered by the university curriculum. (This matter is discussed in detail in paragraphs 569 and 570.) The difficulty in the past was largely, but not entirely, one of financial rewards but even with improved salary scales for library staffs, subject specialists have not been recruited in significant numbers to the profession. As libraries develop an administrative division, which offers the specialist a combination of work in reader-service and in book-selection, librarianship may prove to be more attractive.

235. We recommend that, so far as possible, university libraries should train staff to become specialists in a wide variety of subjects within those taught in the university and these should be given maximum responsibility for book-selection with the fullest co-operation and support of the academic staff. We are persuaded also that a strict allocation by department of all or most of the library's money available for book purchases, is not necessarily in the best interests of the development of the library as a whole and that, with adequate book funds, such allocations would not be necessary.

236. The library staff must be in a position to foresee the effect on the library of proposed expansions of departments and the growth or establishment of new ones and to be able to plan in advance. Special collections cannot be built up in a short space of time: the materials for the more *recherché* areas of study and especially for research on remote parts of the world which are bibliographically under-developed may be difficult, if not impossible, to obtain quickly. The fullest possible collaboration must exist therefore between the library staff and the academic staff in drawing up proposals for new developments. Above all, the costs of library requirements for such developments in terms of book purchases, additional staff if necessary and additional accommodation for books and readers must be added to the estimates of the cost of academic salaries and of equipment. In this connection the Committee re-affirms its view that part of any funds for supporting expansion in the university's academic work should be made available for library purposes. It is not sensible to expect the library to accept such commitments from normal recurrent grants, particularly as money can be obtained as a non-recurrent grant if the development is associated with a new building or with the reconstruction of old premises.

237. The responsibility of the academic staff for ensuring that students buy their essential texts and that they are given full details of the other books which they should find in the library is mentioned elsewhere (paras. 124 and 125). We have also referred to the question of providing duplicates of the latter class of reading material and to the question of surges of demand for particular books at certain periods of the year (paras. 131-133, and 142). The methods of acquiring these students' books in the right quantity at the time they are required are, of

course, dependent on the closest liaison of the academic staff with the library staff. It has been known for tutors to recommend books to their students which were not available in any of the university or other libraries in the vicinity. We have also heard of books recommended to students which were out-of-print and unobtainable on the second-hand market. This situation would not have arisen if the library staff had been consulted beforehand. It is important that reading lists should be checked before they are issued to students, to ensure that the library has, or can obtain in good time the items recommended.

238. In order to develop the close collaboration of the academic staff with the library staff, we suggest that each university should adopt the system already set up in some universities. A member of the academic staff in each department is nominated as that department's library representative. In the case of universities organised on the basis of schools and not of departments, representatives should be appointed according to subject fields or areas of study. The duty of such a representative, among others referred to in paragraph 482, is to maintain contact both with his academic colleagues and with the subject specialist in the library responsible for the selection of material in the field covered by the department. The library staff member for his part will seek the advice of the departmental representative who, in his turn, will where necessary consult his academic colleagues on books or periodicals for purchase by the library. The representative will also see that the books recommended to students by all his colleagues in the department are placed on order by the library's acquisitions division. If both parties to this arrangement take their assignments seriously the library's acquisitions policy should work efficiently. The suggestion contained in this paragraph for the establishment of closer links between the academic staff and the library staff by the appointment of representatives of departments or schools, is intended to supplement the formal arrangements already existing in universities. It is not the view of the Committee that these representatives should in any way subsume the duties of members of library committees.

CO-OPERATIVE ACQUISITION IN CITIES AND REGIONS

(1) *Cities*

239. As mentioned in paragraph 54, we asked the librarians of the more important libraries in four centres (Aberdeen, Birmingham, Edinburgh and Manchester) to report on the relationships between their libraries and the amount of co-operation that existed in a number of aspects of their work. Among the many headings under which the results of our enquiry may be grouped was a reference to co-operative acquisition.

240. The only common feature in all four centres in the field of acquisitions is that an attempt is made in each case to obviate competition between the public library and the university library, particularly with regard to manuscripts and early printed books of local or even national interest. There is regular consultation in Edinburgh and in Birmingham between representatives of the various libraries, with a view to ensuring that expensive books and even periodicals are not duplicated unnecessarily. At Manchester, close contact is maintained between the John Rylands Library, Chetham's Library and the University Library to ensure that materials in the humanities are acquired on a co-operative basis.

241. It has been represented to us that, no matter how closely these various libraries may be associated, they are not able to assume responsibilities for the acquisition of materials on behalf of one another, except in certain narrow fields and only occasionally in respect of expensive periodical subscriptions. The university so often needs to have the periodical—if it is an important one—in its own library, that the presence of a copy several miles away in another library is no substitute.

242. Despite the inevitability of this situation, there is no doubt that the libraries in these centres have been able to effect economies by avoiding duplication of rare or costly materials. The funds thus saved can be used for the purchase of books and periodicals not available in any other library in the area.

(2) *Regions*

243. By regions, we refer specifically to those sections of the country which at present take part co-operatively in the inter-library lending scheme as a sub-division of the national scheme based on the NCL. A number of university libraries are members of the Regional Bureaux and take a full part in the work of the Region. There are several aspects of the work of the Region which affect university libraries. First, every Region attempts to be self-sufficient so far as recent British books are concerned and the stock of the university library is of course taken into account in making up whatever deficiencies may otherwise occur in the general coverage. Secondly, each Region takes a section of the Dewey Decimal Classification (e.g. the West Midlands' section is 500 (science)) and is responsible for the purchase of all books currently published in Britain which are entered in the British National Bibliography. A number of university libraries take part in this scheme and purchase books for users of other libraries as well as their own. Thirdly, many Regions ensure that all periodicals indexed in the British Technological Index and the British Humanities Index are available in the Region and, again, the holdings of the university library are often taken into account and are not duplicated by another library. Finally, a few university libraries participate in the scheme for the purchase of all novels published in Britain. It will be seen that many university libraries contribute significantly to the Regional schemes for co-operative acquisition.

RIISING COSTS

244. The rate of growth of university libraries and some details of rising costs are discussed in Chapter XII and the SCONUL report on financial standards will be found in Appendix 8. It is, however, important to conclude this section with some comment on the financial requirements of university libraries in relation to acquisitions policies, particularly with regard to the effect of constantly rising costs. Financial standards for university libraries have to be considered against the background of the extraordinary continual increase in published material, and the need for scholars to have access to a continuously greater range of material.

245. The basic cost of library provision depends firstly on the amount of literature published in each subject taught in the university (and to a lesser degree in each subject in which a collection is maintained, e.g. fine arts, theology, though the subject is not taught); secondly, on the extent to which the library serves as the laboratory for the subject; thirdly, on the average cost of publications in the subject; and fourthly, on the depth and range of commitment in the subject.

246. Considering the matter from the point of view of the individual library, further criteria which are important in determining the level of recurrent expenditure are:

- (a) the number of subjects and branches of subjects in which teaching and research are carried on in the university;
- (b) the depth of research in each subject and the range of interests among the teaching staff—this is particularly applicable in disciplines where research is carried on by individuals rather than by teams, or where there is a departmental research programme;
- (c) the extent to which the topography of the university necessitates the establishment of outlying subject libraries which usually involve duplication; and
- (d) special responsibilities, e.g., the existence of substantial special collections, collections of archives and manuscripts, and local responsibilities to outside bodies, e.g., to hospital authorities, agriculture research.

247. Still considering the grant for books and journals, there are a number of additional factors which must be taken into account in calculating an adequate grant. Subjects for which a library has, or will have, special responsibility require additional financial support: these include important special collections, which are a significant factor in attracting scholars to the university, archive and manuscript collections, specialisation within a national scheme or within a closed group of libraries (e.g., those of the London Colleges). We have been told that at present many special collections are frequently starved of money on account of more immediate needs.

CONCLUSIONS AND RECOMMENDATIONS

248. Each university library should have a developing acquisitions policy, which should be constantly revised. Close co-operation will be necessary between library and academic staff in formulating, developing and implementing acquisition policies.

249. It is essential that a high proportion of the books purchased should be available in the library as soon as possible after publication (para. 221).

250. So far as possible, university libraries should train staff to become specialists in a wide variety of the subject fields taught within the university, and these should be given maximum responsibility for book-selection, with the full co-operation of the academic staff (para. 235).

251. A strict allocation by department of the money available to the library for book purchases is not in the best interest of the library as a whole (para. 235).

252. Part of any funds for supporting expansion of the academic work of a university should be made available for library purposes. Costs of library requirements should be included with those of academic needs (para. 236).

253. Since the acquisition of the books needed by students is dependent on the closest liaison between academic and library staff, reading lists should be checked before they are issued to students so as to ensure that the items recommended are, or can be made, available in time (para. 237).

254. It is suggested that a member of the academic staff of each department should be nominated to be that department's library representative. Where universities are organised on the basis of schools, a representative should be appointed according to subject fields or areas of study. He should be responsible for liaison between his colleagues and the subject specialist in the library (para. 238).

255. Financial standards for university libraries have to be considered against a background of a large and constant increase in the cost of published material, and of the need of scholars to have access to a constantly-growing range of material (para. 244).

CO-OPERATIVE ACQUISITION OF FOREIGN MATERIAL

256. Schemes for the co-operative acquisition of foreign material are in operation in several countries abroad and it is proposed to begin by describing those which exist in the United States, in Scandinavia and in West Germany.

THE UNITED STATES

257. In the town of Farmington, Connecticut, preliminary discussions were held in 1942 of a plan for the acquisition of foreign literature on a national basis. The plan, which took the name of its place of origin, was known as the *Farmington Plan* and came into operation in 1948. It was sponsored by the Association of Research Libraries and had as its objective the increase of the nation's total resources for research. In the countries which it covered, the Plan tried to ensure that at least one copy of every new publication deemed to be of interest to research workers in the United States would be acquired by one or other of the research libraries taking part in the Plan. (These numbered over seventy and were mainly university libraries). The publications acquired were listed in the National Union Catalogue and were available, subject to the usual conditions, for loan or photographic reproduction.

258. The original project to cover European countries (excluding Britain) was extended to include nearly 150 countries in Africa, South America and Asia. In many countries, an agent purchased a copy of every suitable publication and sent it to the library responsible for the subject with which it dealt. Certain categories, such as periodicals and official publications, were excluded. Subject responsibilities were the basis for the allocation of publications from Western Europe, Australia, Mexico and South Africa and most of the allocations were made to libraries which requested them and which already possessed collections on which to build. Subject allocations were based upon the Library of Congress classification and were described in detail in the *Farmington Plan Handbook*. A different procedure was followed for many other countries, particularly those with languages that few American libraries were prepared to handle, and those in which the book trade was poorly organised. A single library took responsibility for the publications of these countries and made its own arrangements for acquisition.

259. Since the decision as to which material would be likely to interest research workers had to be left largely to the dealers in the different countries, the acquisitions were generally non-selective and blanket orders were usually placed. Nevertheless, an enquiry on the effectiveness of the Plan after ten years of operation showed that it had produced an important amount (12.68 per cent.) of uniquely-held and desirable books which might well have been missed in a normal library procurement programme.

260. Provision was made in the Higher Education Act of 1965⁽¹⁾ for the

(1) 79 Stat, 1219, 8th November, 1965.

Library of Congress to assume responsibility for a comprehensive coverage of world literature from June 1966. Section 231 of Title II Part C of that Act authorised the appropriation of \$5,000,000 for the year ending June, 1966, \$6,315,000 and \$7,770,000 for the succeeding two years⁽¹⁾, respectively, to enable funds to be transferred to the Library of Congress for the following purposes:

- (1) acquiring, so far as possible, all library materials currently published throughout the world which are of value to scholarship; and
- (2) providing catalog information for these materials promptly after receipt, and distributing bibliographic information by printing catalog cards and by other means, and enabling the Library of Congress to use for exchange and other purposes such of these materials as are not needed for its own collections'.

Implementation of the programme

261. In implementing the programme, the Library of Congress is working very closely with national libraries and national bibliographies overseas, in order to secure advance notice of new publications, and to obtain assistance in the actual cataloguing from the national institutions concerned. Preliminary discussions on the subject of collaboration with foreign libraries were held in the British Museum in January 1966, and working arrangements with a number of these libraries have been made.

262. The ARL Shared Cataloging Committee and the Library of Congress, in considering the implementation of the programme, recommended that

- (a) the programme should have the dual purpose of building up the collections of the Library of Congress, as the national library; and of providing catalogue information to meet the needs of other libraries;
- (b) the programme should be centralised but the Library of Congress should work out arrangements for sharing the cataloguing with the National Agricultural Library and the National Library of Medicine; and
- (c) initially, catalogue copy should be in the form of cards but provision should be made for conversion at a later date to machine-readable copy when this became feasible.

263. In view of the time element involved in the receipt of different titles by the 74 ARL libraries involved in acquisition, it was felt necessary to institute co-ordinated acquisition controls between the Library of Congress and all co-operating libraries in order to achieve centralised cataloguing objectives. Co-operating libraries will be expected to send copies of all their orders for both domestic and foreign acquisitions unless catalogue cards exist in their control files of Library of Congress cards or in the published National Union Catalogue. The Library of Congress in turn will provide each co-operating library with a file (probably each week) containing copies of cards for current imprints. This will provide the libraries with full bibliographical information about the title to be ordered, and will also provide catalogue copy.

⁽¹⁾It was not found possible, however, to begin the implementation of this programme during 1966. \$3,000,000 was included in the budget for the fiscal year 1967 and it was hoped to begin the new programme after that date.

Coverage

264. Where co-operating libraries have established broad, blanket-order arrangements with foreign book dealers, the Library of Congress intends to place similar orders with these dealers to ensure complete coverage for cataloguing purposes; and they will make arrangements to receive a second copy of all titles supplied by Farmington Plan dealers. They will also place orders for all series either now under standing order by libraries, or ordered in the future. Purchasing arrangements in areas where the book trade is not well organised and where there are no national bibliographies will be accelerated and expanded by the Library of Congress.

SCANDINAVIA

265. The *Scandia Plan*, which began in 1956, is a system of co-operative acquisition involving Denmark, Finland, Norway and Sweden. It is based on voluntary co-operation between national, university, and special libraries in the four countries. None of these libraries receives any extra financial support to fulfil its special acquisitional commitments, but the expenses of the many planning conferences which are held and the salary and expenses of the Secretary are met by an inter-Scandinavian governmental organisation: the Nordic Cultural Commission.

266. Each library has complete autonomy in deciding on its purchase and exchange policies. Subject allocation is made on the basis of a comparative evaluation of existing collections and fields of interest. The policy of the Plan is to maintain unchanged the subject allocations, irrespective of any fluctuations in the development of different specialities at Scandinavian universities. Main subject fields such as English, philology, literature, history etc., are omitted from the Plan since it is thought that each country should aim to be more or less self-sufficient in these fields. (But even in these fields there are some minor specialities which have been cultivated in individual countries so that, in the future, allocations may be made even within these central subjects.)

267. With regard to periodicals, the Scandinavians decided that the most practical solution as far as the major subject fields were concerned would be to allocate periodicals and serials on a regional or linguistic basis. This is done for the humanities as well as medicine and technology. Each country assumes special responsibility for exchange and purchase from certain European and extra-European countries (excluding the principal ones). All participating libraries act as bibliographical information centres in the fields allocated to them.

268. Unlike the Farmington Plan, the *Scandia Plan* is highly selective in acquisitions. No blanket orders are placed, and therefore it is claimed that only worthwhile material is acquired.

WEST GERMANY

269. As early as 1909 Prussian university libraries planned the first co-operative acquisition programme for foreign publications. In 1921 other German university libraries joined those in Prussia in sharing acquisitions in special subject fields. The losses suffered by German libraries during the second world war made the revival of the scheme after 1945 even more desirable.

270. The *Deutsche Forschungsgemeinschaft* (German Research Association) through its Library Committee (consisting of four professors and eight directors of state and university libraries) supports a plan for the co-ordinated acquisition and allocation of research material published abroad since 1939, and in some cases since 1930. The Plan is based on the division of the branches of knowledge into 28 groups with 105 sections, and embraces the sciences, the humanities and the social sciences. The 105 sections represent the *Sondersammelgebiete* (special collection fields), which are assigned to 24 libraries—2 state libraries, 12 university libraries, 8 technical university libraries, and 2 libraries of specialised institutes. The allocation of a subject or group of subjects to a particular library is determined by the strength of the library's existing holdings in those subjects. Each library undertakes, through its subject specialists, to select and acquire (usually through the book trade) all works in the subjects assigned to it, to process them, to bind them if necessary, and to make them available for loan, and to handle all requests. The procedure adopted for the selection of periodicals is different. A sub-committee of the Library Committee in 1957 made a first choice of 7,000 periodicals that should be acquired. In the case of new periodicals, or such as may be additionally recommended by scholars, libraries seek the advice of the sub-committee, and by 1963 the number of approved titles had risen to 9,450. The *Forschungsgemeinschaft* also supports a system of exchange with 1,142 institutions in 72 countries, thus enabling libraries to acquire material not available through the book trade. All material purchased is paid for by the *Forschungsgemeinschaft*. The total expenditure in 1962 was DM 1,157,000, and of this sum DM 258,000 was spent on current periodicals; DM 156,000 on completing runs; DM 613,000 on monographs and DM 130,000 on exchanges. (The *Forschungsgemeinschaft* draws its funds from the Federal Government, the Land governments and the *Stiftungsverband für die Deutsche Wissenschaft*, a voluntary association of commercial and industrial concerns and individuals devoted to the furtherance of science in Germany.) Libraries in East Germany likewise operate a planned programme of co-operative acquisition.

Aspects of these three schemes

271. In each of the schemes, the largest and most important libraries co-operate. Secondly, all the books bought are available by inter-library loan to other libraries in the country or countries concerned. It should be noted that copies of the national publications of each of the countries concerned are also available for inter-library loan, because at least one deposit copy can be lent.

272. The features of the three systems which are particularly relevant to the British situation are (a) that only the German libraries receive funds for the co-operative purchase of material; and (b) that the Scandinavian libraries are mainly large and most American libraries larger than the British libraries (except the copyright libraries). The co-operative acquisition schemes are all based on rich library resources or existing special collections. Any similar British plan would have to be founded on poorer book stocks.

273. The German and Scandinavian libraries rely on their own selections, whilst the Americans leave much responsibility in this respect to booksellers, publishers and to other librarians.

274. No attempt to co-ordinate cataloguing is made either under the Scandinavian or German schemes. The Americans have been conscious for some time

of the need for some co-operation in this sphere and, in their new Library of Congress scheme, centralised cataloguing will play a fundamental part.

THE PRESENT POSITION IN THE UNITED KINGDOM

275. The original coverage schemes and the later inter-regional schemes designed to achieve coverage of British books have been described in paragraphs 243 and 416 (d) and (e). Whatever the success of these schemes there are serious gaps in the acquisition of foreign books, especially American books, and of periodicals in the humanities and social sciences. A survey of applications for loan received at the NCL from January to June 1964 showed that nearly half (49.6 per cent.) of all the applications which the NCL was unable to satisfy were for books or periodicals in English published outside the United Kingdom, with a further 29.1 per cent. in a foreign language. Only 2,427 of all the 11,376 items which could not be supplied were published in this country and these were mainly 19th-century publications. In the case of applications from university libraries, the proportion of unsatisfied requests for non-British publications was even higher since these accounted for over 85 per cent. of all unsatisfied university applications. Of the 1960-64 publications which could not be supplied—and these constituted about a quarter of all failures—over two-thirds were for non-British, English-language publications, and rather less than a quarter were in languages other than English.

276. The policy of the NCL has been to buy (for its own collection but available for loan) foreign books, older English books and such periodicals as are not available for loan in this country. But the NCL has been seriously handicapped by lack of finance, and has not been able to satisfy the increasing need for a central lending service for the social sciences and the humanities comparable to that given to pure science and technology by the NLL. (The NLL is now collecting periodicals in the social sciences with a view to lending in 1967.)

Acquisition of material from developing countries and from Eastern Europe

277. The problems of obtaining publications from the developing countries are special and severe. Not only is there a wide range of unusual languages but it is also often difficult both to find out what is being published and to acquire those items which are known to exist. On the other hand, some of these areas lend themselves well to schemes of co-operative acquisition. An increasing number of universities is now involved in teaching and research on Russia and other countries in Eastern Europe. Problems arise here both in the acquisition of current books and in building up stocks of older material. The Report of the UGC's Sub-Committee on Oriental, Slavonic, East European and African Studies (1961) drew attention to the co-operation in buying books which then existed between the School of Oriental and African Studies and other London libraries, including the British Museum. The Report recommended further co-operation between a larger number of libraries, in these subjects. A description follows of some of the developments which have taken place since the Sub-Committee reported.

278. The Standing Conference on Library Materials on Africa (SCOLMA) was set up in April, 1962, to facilitate the acquisition and preservation of library materials needed for African studies and to assist in the recording and use of such materials. Members consist of institutions in the United Kingdom actively

acquiring library materials on Africa, but supporting membership is open to other bodies interested in the aims of the organisation. In October, 1965 there were forty-five members in the U.K., eleven in Africa, ten in the U.S.A. and Canada, and six in other parts of the world. Publications include a newsletter, a directory of libraries and of special collections on Africa in the U.K., a classified list of theses accepted by British universities, and an annual volume entitled *United Kingdom publications and theses on Africa*⁽¹⁾. Member libraries were asked to be responsible for the acquisition of all publications from designated African territories under area-specialisation and discipline-specialisation schemes. The library which undertook to specialise in a particular country or territory was asked to try to acquire as much of that area's current publications as possible, including those in the vernacular but excluding text-books below university level. Pamphlets and government documents were to be acquired as well as commercially-published books. The library would not be under an obligation to buy all current or past publications from or on its area, although this was desirable, but would attempt to locate all relevant publications in libraries in this country, bearing in mind the existence of libraries which specialised in disciplines rather than in regions. Each library in the scheme was to notify SCOLMA of the number of its acquisitions. In April, 1966, eighteen institutions had accepted responsibility for area specialisation and six had already been specialising by discipline for some time. Nine very small areas only remained to be allocated.

279. For Asia a Joint Committee of SCONUL and of the Association of British Orientalists has established at the School of Oriental and African Studies a Union Catalogue of works in British Libraries published in the countries of that continent since 1950. For Latin America an attempt has been made to discover the location of periodicals in British libraries, and libraries with interests in that area meet to discuss common problems. In both cases some distribution among libraries of responsibilities for collecting may result.

280. We have been informed of the considerable efforts of libraries in the United States, including the acquisition of material with the aid of Federal funds, in attempting to ensure that the publications of developing countries are made available. American experience has shown the necessity for special purchasing arrangements, including acquisition tours by librarians to negotiate directly the supply of books.

Evidence

281. Members of academic staff gave us examples of foreign material which they had found to be unavailable in this country and this included journals; new American books; publications of American research organisations; books published abroad before British publishing rights have been arranged; books published overseas during the war; 19th-century material; statistics and climate data; report literature and theses and monographs.

282. No reliable estimates exist of the world output of non-periodical publications but this was estimated in 1959⁽²⁾ to be about 330,000 items. In

⁽¹⁾First volume covering 1963, and second volume covering 1964 were both published in 1966 by Heffer (Cambridge).

⁽²⁾*United Nations Statistical Yearbook* 1959.

1964⁽¹⁾ the figure was over 364,000. (These figures include books and pamphlets but certain categories e.g. advertising material, directories etc. are excluded in some countries.) Comparison between British and American university library expenditure suggests that a considerable part of the total is not being acquired in this country.

283. In their evidence, SCONUL summarised the position as follows: 'The present coverage in this country of the world's scholarly literature is inadequate nationally, regionally and locally because the resources of even the largest university library (including Oxford, Cambridge and London) are insufficient for all the research projects conducted at present or which should be conducted'. Fundamental books and periodicals necessary for teaching and for most of the research should ideally be available within the university and each library should possess as comprehensive a collection as possible but, in the opinion of the Conference, the need for marginal material could best be met by co-operative acquisition. A Sub-Committee of SCONUL has for some years been considering the highly complex problem of coverage in this country of the world's scholarly literature, and members of the Conference have always been anxious to see the institution of a national scheme for acquisition.

284. The Library Association thought that any scheme introduced into this country should be on a national basis, to cover the various types of libraries. The participation of university and college libraries would be possible only if additional funds were provided as a supplement to their normal needs. Moreover, since the participation of copyright libraries was highly desirable, this would involve the modification of the loan policies of these libraries.

285. Objections raised in evidence to the establishment of a 'Farmington Plan' system for books in this country were that individual institutions would have to surrender their autonomy in the choice of books, and that some second-rate or even worthless material would necessarily be bought under any blanket-order scheme.

286. The School of Oriental and African Studies gave us an instance of the gaps in U.K. coverage. Figures were taken from a UNESCO publication—*Basic Facts and Figures 1961*, and compared with the acquisition figures for the School during 1959/60 and 1962/63.

Country	Year	Book Production	SOAS (acquisitions) 1959/60	SOAS (acquisitions) 1962/63
Ceylon	1960	1,767	1	41
India	1960	10,741	846	586
Iran	1959	581	3	12
Israel	1960	1,567	117	250
Japan	1959	23,682	111	633
Lebanon	1959	356	55	179
Turkey	1960	3,447	6	28
U.A.R. (Egypt)	1960	2,290	157	140

Even though there has been no estimate of the value of these publications, the gaps would indicate that much worthwhile literature is not being obtained for loan by the United Kingdom.

(¹) *United Nations Statistical Yearbook 1964*.

Periodicals

287. With regard to periodicals, several of those who gave evidence believed that co-ordinated purchase would be the best solution. The NLL has already met most needs in science and technology, but wide gaps exist in the coverage of subjects in the social sciences and the humanities. The following instance of such gaps in the humanities was given to us by the Conference on Library Co-operation: a 1960 NCL survey of British holdings of periodicals abstracted in *Historical Abstracts* (which covers modern history from 1775) illustrated the need for greater coverage. Of 809 titles in European languages abstracted, only 387 (47.4 per cent.) were at that time taken by libraries which lend, and these libraries had complete runs of only 222 (27.4 per cent.). The British Museum, the Bodleian Library and Cambridge University Library all of which take only a marginal part in the library lending scheme, took between them 597 (73.7 per cent.) of the titles and had sets of 445 (55 per cent.). 152 titles (18.8 per cent.) were not then represented by even a single issue in any lending library. The titles abstracted represented only about 20 per cent. of the total output in this field.

Other examples were:

- (a) at the London School of Hygiene and Tropical Medicine, it has been estimated that the proportion of world literature on public health and tropical medicine now acquired for the Library is much less than the pre-war coverage (1938/39—slightly over 60 per cent. coverage: 1962/63 only 40 per cent.); and
- (b) approximately 1,630 periodicals are published in Africa and over 18,500 in Asia. In 1964, the Library of the School of Oriental and African Studies was receiving 46 periodicals from Africa and 520 from Asia.

288. In the field of education, we were informed by the Conference of Institute Directors (a) that there was a good deal of American and other foreign material not available anywhere in this country; (b) that BUCOP listed only a fraction of the material which existed; and (c) that the amount held in institute libraries was not enough. For instance, the 1963 UNESCO list⁽¹⁾ (the next list is due in 1968) contained about 5,000 periodicals; the Union List⁽²⁾ of Institutes of Education comprised about 1,500 (this figure included the London Institute which had 1,200⁽³⁾), most of which it was unable to lend. We understand, however, that the London Institute does in fact lend little-used periodicals for short periods and that it is always prepared to supply photocopies of articles in other periodicals if requested).

CONCLUSIONS AND RECOMMENDATIONS

289. Most of these recommendations are contingent upon the acceptance of those made in Chapter VII and upon the establishment of a national library for Great Britain and should be read in conjunction with those made in paragraphs 324 to 334.

290. There is clear evidence that much foreign literature in the humanities and social sciences is not being acquired by any British library, and that a yet

⁽¹⁾ UNESCO List of Educational Periodicals 1963.

⁽²⁾ September 1965.

⁽³⁾ In February 1966 this figure was 1,400.

greater amount is not available for inter-library lending. We regard it as essential that all foreign publications likely to be of value to scholars should be readily found in a British library. While we do not believe that all these publications should necessarily be available for lending—we have in mind, for example, newspapers and runs of material used for reference in sets—we further regard it as essential that most foreign publications should be borrowable either in the original or in photocopy.

291. In science, medicine, and technology, the NLL attempts to achieve complete coverage and provides a rapid lending service. Its success suggested to the Heyworth Committee that a similar service should be provided for the social sciences, and the NLL will be in a position to lend some social science periodicals by 1967. We recommend that the NLL should retain its responsibilities for providing a national lending service in science, medicine and technology, and that a national plan for providing social science literature should take into account the increasing interest of the NLL in periodicals in that field. Non-periodical publications, however, are of special importance in the social sciences, the literature of which is very complex.

292. We consider that there is an urgent need for planning on a national scale the fullest possible coverage of foreign literature in the humanities and social sciences. We have made a recommendation in Chapter VII about the reconstitution of the library departments of the British Museum as the British National Library. The implementation of this recommendation is, in our view, a prerequisite of a national plan for foreign acquisitions, in which the national library should play a major part.

293. The NCL exists to lend material from its own collections and to arrange lending between libraries through its union catalogues. Its achievements as a pioneer of inter-library lending are acknowledged but there is presently no high probability that requests for uncommon books and periodicals can be speedily met, and its own Survey (see Appendix 4) has indicated the serious defects in the service it provides. We have recommended in paragraph 325 that the functions of the NCL be taken over by the British National Library. These will include those which relate to the supply of foreign material.

294. Evidence provided by the NCL and NLL shows that items are most quickly lent when they are available from a library's own shelves. We recommend that the British National Library should acquire as wide a range as possible of foreign publications, duplicating as necessary those items for which there is likely to be more frequent demand for lending.

295. While we do not wish to make detailed recommendations in advance, we believe that a national acquisitions plan should take into account interests and strengths of university and special libraries in particular fields. We think it important that the collections of all these libraries should be regarded as national resources, and that acquisition efforts in marginal fields should not be unnecessarily duplicated. If university and special libraries are to be given responsibilities for acquiring foreign material within a national plan, it will be essential for them to make this material available to all and to receive financial assistance to maintain their collections for this purpose.

296. In any event, we think it essential that university libraries should take the fullest consultative part in devising and maintaining the national plan for the acquisition and lending of foreign publications.

297. We have referred to the special problems attendant upon the acquisition by libraries of material from developing countries, from Asia and from Eastern Europe. We recommend that special arrangements made to achieve national coverage should, where possible, be available to other libraries collecting such material.

Chapter VII

THE NATIONAL LIBRARY

298. It has been extremely difficult for us to relate the position of the university library to the national library scene for a variety of reasons of which the fundamental one is that there is no true apex to the library system of the country. In comparison with the organisation of libraries in other countries which have a national library, Britain is especially wanting in this respect. Many of our members have studied the library systems of a number of European countries, including the USSR, and of the United States. They have been particularly impressed by the important functions assumed by the national libraries which in Britain must of necessity be shared among a number of libraries, not all of which are adequately equipped to undertake them. Firstly, it would be appropriate to describe here some of the functions which, in the opinion of the Committee, should be carried out by a national library in Britain. They will be treated under the following heads:

- (a) The outstanding and central collection of a nation's literature.
- (b) The most important collection of books received under legal deposit or under the terms of the Copyright Act.
- (c) The fullest coverage of foreign literature.
- (d) The publication of the national bibliography.
- (e) The national bibliographical information centre.
- (f) The publication of catalogues of material in the National Library and in the country's libraries.
- (g) The centre of inter-library lending.
- (h) The initiation of research on library techniques.
- (i) The centre of the country's international exchange service.
- (j) The centre for the distribution of duplicate material.
- (k) The centre for professional training in librarianship.
- (l) The centre for bibliographical and other assistance to libraries of all kinds.
- (m) The planning centre for the country's library service.

299. In previous discussions of this matter⁽¹⁾, it has generally been agreed by national librarians that (a)–(f) above are fundamental duties and that (g)–(l) should, if possible, be assumed by a national library whereas (i)–(m) could, if necessary, be undertaken by other agencies.

THE CENTRAL COLLECTION OF THE NATION'S LITERATURE

300. The most outstanding collection in Britain of the nation's literature is undoubtedly that of the British Museum although the collections at Oxford,

⁽¹⁾ *National libraries their problems and prospects. Symposium on National Libraries in Europe.* UNESCO, 1960; *Libri IX* (1959) p. 273 and *XIV* (1964) p. 356. *UNESCO Bulletin for Libraries XVIII* (1964) p. 149 and *XX* (1966) p. 158.

Cambridge and the National Libraries of Wales and Scotland ably supplement and support it. Whilst most normal material published in this country is available at the British Museum it does rely on other libraries for the preservation of certain types of literature: this is particularly true of unpublished local material usually housed in municipal or county libraries and of locally-produced ephemera like election addresses. There is not sufficient co-ordination of resources for the collection and retention of this kind of production.

301. It is of course essential that there should be sufficient funds to allow the national library to purchase any item of importance to the collection of British books and manuscripts and that there should be adequate administrative machinery to control the export of material of this kind. In our opinion there is not enough money available for important purchases by the National Library of Wales or the National Library of Scotland. The British Museum is often inhibited from acquiring books and manuscripts which should have been retained in this country, because of the lack of funds. The need for grants for this purpose arises in part from the inadequacies of the present method of controlling the export of books, since licences to export will be given for any item unless a library, firstly, can show good cause why the item should be retained in this country and secondly, is prepared to pay the price which the book or manuscript fetched at auction. We believe that funds should be made available which are adequate for the purchase of all items of importance to the study of British life and culture.

302. Another aspect of the regulations has also been brought to our attention. Many important collections of political, historical and literary papers have been lost to this country because the export controls do not apply to material less than one hundred years old. We are of the opinion that, unless some adjustment is made to this rule, future scholars will need to go outside these islands for some of the basic source material for the literary or historical study of Britain after about 1850.

LEGAL DEPOSIT

303. Under the terms of the various Copyright Acts, a copy of every book published in Britain may be distributed to the following Libraries: the British Museum, the Bodleian Library at Oxford, Cambridge University Library, the National Library of Scotland, the National Library of Wales and Trinity College, Dublin. Publishers are required to deposit their publications in the British Museum but the other Copyright Libraries must claim their copy from the publishers within one year of the date of publication.

304. Under the terms of the Copyright Acts there is no obligation on any of the Libraries to retain the books, to make them available for reference only or to lend them. It is therefore remarkable that all six copies deposited in the various Libraries are, with some exceptions (e.g. senior members of the University at Cambridge can borrow from the University Library) kept for reference only. In other countries it is usual for at least one of the legal deposit copies to be available for inter-library lending. We shall return to this question at the end of this Chapter.

305. It has often been pointed out in discussions of the implications of legal deposit in other countries that the acceptance of books and periodicals under the terms of the appropriate regulations for this type of deposit lays certain obliga-

tions upon the receiving library. These obligations in fact relate to the production of the national bibliography and, in most European countries, to participation in schemes for sharing responsibility for the provision of library resources on a national scale. Libraries benefiting from legal deposit, therefore, by the act of receiving the material, should become part of the national library organisation to which its obligations will be no less than to its own immediate clientele.

COVERAGE OF FOREIGN LITERATURE

306. The role of the national library in the provision of foreign literature should be two-fold: it should attempt to be as wide-ranging as possible in its own stock and should be the centre for the planning on a national scale for the fullest possible coverage of foreign literature. It has been questioned whether a single library is capable of dealing adequately with all aspects of knowledge: it has been suggested that the enormous growth of the world's literature and the changing attitude of readers has created problems, which a monolithic type of library could not solve without radical reorganisation. As a result, one solution is seen to be the separation of the national provision according to subject needs. In Britain the foundation of the National Lending Library for Science and Technology and of the National Reference Library for Science and Invention (the latter based on the stocks of the British Museum and of the Patent Office Library) is indicative of this trend and it has been represented to us that similar libraries might be set up to deal with the social sciences and with the humanities. The whole question of foreign literature provision which is linked with legal deposit and inter-library lending has already been dealt with in Chapter VI.

PUBLICATION OF THE NATIONAL BIBLIOGRAPHY

307. This is an activity of a national library related to or dependent upon the practice of legal deposit. In Britain we are fortunate that the independent organisation, the British National Bibliography, is of a very high standard and that it appears regularly, recording publications immediately they are issued and received in the British Museum. The scope of its coverage could be widened to include—possibly as supplements—such material as maps and charts, government and other official publications, etc.

NATIONAL BIBLIOGRAPHICAL INFORMATION CENTRE

308. A conference on the improvement of bibliographical services was held by UNESCO in November 1950. Among the recommendations of the Conference was the proposal that every country should establish national planning bodies (a) to promote the development of bibliographical and information services; (b) to stimulate research in the field of bibliographical methodology and to serve as a clearing house of information about research completed or in progress in that field; (c) to co-ordinate the various tasks and to assist in the determination of priorities; and (d) to act as a link with international bodies concerned with the planning of referral and bibliographical information centres. In a number of countries centres of this type have been established; the Library of Congress for example has set up a Referral Service to channel requests for information to appropriate sources and the *Bibliothèque Royale de Belgique* has initiated an important scientific information centre to serve the whole country.

309. The creation of an Office for Scientific and Technical Information in the DES provides for the stimulation and co-ordination of effort on a national scale in the natural and social sciences and in technology, covering most, if not all, of the functions listed in the preceding paragraph—but with no provision for the humanities. The terms of reference of OSTI are as follows:

- (a) generally, to advise the Secretary of State for Education and Science on the conduct of, and support for U.K. activities in scientific and technical information over the whole field of the natural and social sciences and their related technologies;
- (b) to promote research and development within the field of scientific and technical information, the improvement of existing information services, and to experiment with new ones;
- (c) to stimulate the training of scientists for information work and in the use of information services;
- (d) to co-ordinate such action as is taken with the work of other Government and independent organisations;
- (e) to have responsibility for the National Lending Library for Science and Technology and for grant-aid to Aslib; and
- (f) to advise the Secretary of State for Education and Science on official U.K. participation in the work of international agencies concerned with scientific and technical information.

310. The Library Association has published its proposals for a bibliographical and referral service in this country and held a conference of interested parties to explain its views. Information services in the natural sciences and technology have been established on a decentralised basis, queries being routed to specialist sources of information, with the Industrial Liaison Officers of the Ministry of Technology playing an important part in directing enquiries to the appropriate centre. In the social sciences and humanities also, use may need to be made of existing centres of specialist information in any national plan for information services. Many of these centres (and those in other subject areas) are listed in the Aslib Directory, which is currently being revised. There remains, however, a need for the establishment of a recognised network of bibliographical information centres for the social sciences and the humanities, and for some institution to hold the national central position within this network. It will be evident that, if the national library has the privilege of legal deposit and maintains the national union catalogue, no other library or institution will have comparable sources of information. At the same time, the specialist knowledge of a large expert staff backed by the finest library resources in the country will be a vital element in the servicing of the bibliographical centre.

311. In Britain, the union catalogue of the country's library holdings is housed separately from the British Museum at the NCL. If there were adequate accommodation for the incorporation of the NCL in the British Museum, it would be the natural focal point for the national information service. It would also be the obvious centre for the transference of bibliographical enquiries to and from national libraries overseas.

PUBLICATION OF CATALOGUES

312. This function of a national library has been most ably performed by the British Museum. By the publication of its catalogue of printed books it has made

available one of the most important bibliographical tools for scholars. It is a useful substitute for a retrospective national bibliography, the compilation of which is an obvious task for a national library. The British Museum has also published catalogues of maps, of music, of manuscripts, of early printed books and of many other categories of material. The continuation of the British Union Catalogue of Periodicals by the NCL is another project of the type which is often initiated by national libraries. There are still other catalogues which a national library should sponsor, covering, for example, newspapers both domestic and foreign and overseas official publications.

INTER-LIBRARY LOANS

313. We have described elsewhere the arrangements in this country for inter-library lending with the centre of the system in the NCL and we shall return to this matter at the end of this Chapter. At this point, it is only necessary to point out that the reasons given for the national library to act as the national bibliographical information service also apply to its role as a centre for inter-library lending. Certainly in most European countries, the national library lends from its own stock and organises the inter-library lending system, maintaining the union catalogues within its own building. It has been shown that for science and technology the services offered by the NLL, based on the immediate availability of material from its stock, can be much more satisfactory than those which are not backed up by a rich book stock. In the fields of the humanities and the social sciences, a lack of resources comparable with those which support the inter-library lending system in other countries is a serious handicap to scholars.

RESEARCH ON LIBRARY TECHNIQUES

314. It has already been pointed out that the national library possesses a number of advantages over other libraries as the centre for all kinds of library activity; its staff, stock and additional bibliographical aids make it the obvious choice for any kind of supplementary service. For these reasons, it should be the focal point, if not necessarily the initiating centre, for the research carried out on library techniques. It should be the body to which enquiries may be addressed on this subject and, if possible, should be in a position to apply special funds for the purpose of library research.

INTERNATIONAL EXCHANGE SERVICE

315. In many countries one of the functions of the national library is the organisation of international exchanges, although there is a body of opinion which does not favour the centralisation of this service. It is generally agreed that the arrangements for exchanging official publications should be handled by the national library but that other material may be treated differently. Those non-official publications mainly consist of research material issued by universities and scholarly institutes, and it is therefore usual for this to be exchanged directly between libraries with similar interests. We believe that, for Britain, these direct exchange relationships are preferable to any system of centralised organisation.

DISTRIBUTION OF DUPLICATES

316. Many national librarians believe this to be an important function of their libraries although it is not by any means an essential one. In Britain, the

NCL has been responsible for the British National Book Centre, which organises the distribution of libraries' duplicates or other material to libraries both in this country and abroad. It is important that no British publications turned out as duplicates should be offered to foreign libraries, before being offered to British libraries, and the channelling of duplicates lists through the NCL enables the Library to make certain that any books of importance to the nation's book resources are not lost by being sent overseas.

PROFESSIONAL TRAINING

317. The training of library staff is discussed more fully elsewhere; here we consider the position of the national library in relation to the system of education for librarians, with particular reference to its practical aspects.

318. Theoretical training should be of a high academic standard and may be applicable to potential staff of almost any type of library. On the other hand, practical training should be related to the kind of work to which the trainee expects to devote himself. The national library should be one of the best training grounds for research librarians. It will have experts in every aspect of scholarly library work—bibliographers, palaeographers, historians of binding, etc., any one of whom may be the most outstanding scholar in his field and, for that reason, the most obvious tutor for trainees. The conditions under which the student works should also be pre-eminent, since the library will have the finest collection of books, manuscripts and other materials. Finally, the services which the national library offers should be the best and most up-to-date in the country, whether it is concerned with readers, or with cataloguers, or with the description of books. It should be the most mechanised, having to deal with a vast amount of literature and with the largest library staff in the country; it should also be in touch with all the latest developments in library science, both within its own country and in countries abroad.

319. It will be evident that the national library must have a very strong sense of responsibility to the profession in its own country and should take part in the organisation of practical training not only for its own staff, but for the staffs of academic libraries throughout the country. This would be done in co-operation with universities and other appropriate bodies.

ASSISTANCE IN LIBRARY TECHNIQUES

320. In a number of countries, especially those which are centrally organised, the library system is based on a series of chains of responsibility for different types of library from small local areas through districts, provinces and republics to national library centres. The Lenin Library, for example, offers bibliographical and methodological assistance to mass libraries (i.e. to public libraries) throughout the country. It produces bibliographies of all kinds for circulation to libraries, specimen book lists, stock lists, catalogue cards, basic rules for cataloguing and classification and instructions for the special needs of readers. Other national libraries perform similar duties for scholarly libraries.

321. While it may not be practicable or even appropriate to provide services of this type in other countries, the national library can give the lead in library matters in a number of different ways, which will include technical aspects of librarianship like binding, photography and duplication and the use of mech-

anical aids. The establishment of standards of various kinds, for example, could well be undertaken by the national library, based on experience and on research in its workshops and laboratories.

LIBRARY PLANNING

322. It has been suggested in the foregoing paragraphs that, in technical aspects of librarianship, the national library should be the central agent for advice and assistance. The national library should also be concerned in the development of the country's library system. The national librarian should be called in for advice on library services generally, on inter-library lending, the future of public libraries, university libraries and so on.

THE NATIONAL CO-ORDINATION OF LIBRARY SERVICES

323. It similarly seems to us desirable that there should be better provision for co-ordinating the work of major libraries of all kinds. A recommendation is made in paragraph 628 on the need for a permanent UGC Sub-Committee to advise on university libraries; in addition there appears to be need for advisory committees co-ordinating the work of the national libraries (including the Science Museum Library) in the field of science and technology; and of the national libraries (including the National Library of Scotland and the National Library of Wales) whose main concern is in the fields of social science and the humanities. Linking the policies of these three advisory bodies and also of the Library Advisory Councils of England and Wales (whose main concern is with public libraries) should be a British Library Services Council, reporting to the Secretary of State for Education and Science and (so far as matters concerning Scotland are concerned) to the Secretary of State for Scotland.

CONCLUSIONS AND RECOMMENDATIONS

324. We have noted that many of the functions of a national library discussed in the preceding paragraphs are either not undertaken by any library in Britain or are insufficiently dealt with by a variety of libraries. We consider in consequence that there is a need for a national library to carry out some of the functions referred to in the previous paragraphs.

325. The National Library should be responsible for the organisation of loans—at present being done by the NCL—and, if this is considered to be appropriate, (see para. 552) for the maintenance of all types of union catalogues. The reference services in science and technology would work in close collaboration with the lending services organised by the NLL. The National Library would assume similar responsibility for services in the social sciences and the humanities where national provision is at present lacking or only imperfectly organised, duplicating as necessary those items for which there is likely to be more frequent demand for lending.

326. At the same time, full coverage of foreign material, as described in paragraph 290, should be achieved by the National Library either alone, or in combination with specialist and university libraries. The new library regions to be set up under the Public Libraries and Museums Act 1964 would provide for British books published since 1st January 1959. Similar arrangements should be made for Scotland.

327. The British National Library should consider the immediate setting up of a national reference and bibliographical service throughout the country, based on libraries and other organisations which possess information services. The national centre in the National Library should co-ordinate the system and act as a clearing house for enquiries to and from similar centres overseas.

328. The British National Library should set up a bibliographical research and publications department, to initiate the compilation and publication of catalogues of national holdings of various types of material; to undertake research on bibliographical and library problems; and to act as an advisory centre on library techniques.

329. The British National Library should take part in the organisation of the practical training of academic librarians, in co-operation with universities and other appropriate bodies.

330. The British National Library would be the focal point for all library development in the country. It will initiate or participate in any schemes of a co-operative nature concerned with such matters as shared cataloguing, co-ordinated information retrieval schemes, etc. The National Librarian would take part in all discussions for the improvement and extension of library services and of library resources generally. He should be able to speak for British libraries in all international meetings, conferences or councils concerned with library activities of all kinds.

331. It is essential that the National Library should be enabled to add any item of importance to its collection of British books and manuscripts. The necessary administrative machinery should be set up to control the export of material of this kind. Existing export-control arrangements should be extended to cover all British material, not merely items of over a hundred years old.

332. All United Kingdom libraries which benefit from legal deposit should become part of the National Library organisation, with all the obligations for lending entailed in such participation.

333. Co-ordination of the policies of all types of library should be arranged by the setting up of advisory committees for national libraries which would be linked with one another, with Library Advisory Councils for England and Wales and with the recommended permanent UGC Sub-Committee on Libraries (para. 628) by means of a British Library Services Council reporting to the Secretary of State for Education and Science and (so far as matters concerning Scotland are concerned) to the Secretary of State for Scotland.

334. We consider that the British Museum should become the National Library and that as many of the above functions as possible should be carried out by that institution as a matter of urgency. The finance necessary to carry out these services, which we judge to be of prime importance for the proper development of library and information services for universities and for the country as a whole, should be made available to the British Museum as soon as possible. Since the Trustees and the Director of the British Museum have dual responsibility for both a museum and a library it is the opinion of the Committee that the range of functions suggested as proper to a national library could be fully carried out by the British Museum only when the new library building is completed and the library departments reconstituted and housed as a unit.

Chapter VIII

ACCOMMODATION

335. The university library serves all faculties and departments and therefore should be as near to every section of the university as may be practicable. No member of the university should need to make an excessively long journey from his laboratory, lecture theatre or study to consult a book in the library. It has even been represented to us that neither students nor staff will make the effort to use the library if it is necessary to put on a coat to go out of a department to walk there. This may seem to be an exaggeration but it contains at least the elements of the truth that it should be easy for everyone to get to the library. It follows therefore that in planning the building of the main library the first principle should be that it should be centrally placed. This central position should, of course, be relative not only to existing building but also to the anticipated development of the university's site generally. The decision on the library's site should also be governed by the space available, since the library is (or should be) a rapidly developing institution and will speedily outgrow its original buildings. There must, therefore, be plenty of room for further building to accommodate the library for the foreseeable future—perhaps fifty years and possibly for one hundred years. This is, of course, the ideal but universities have grown in a haphazard way and libraries are often not centrally placed.

336. Undergraduate collections and their accommodation are discussed in paragraphs 134 to 142.

RESEARCH LIBRARIES

337. Whether it is considered economic, practicable or sensible to build a separate building as an undergraduate library or not, the building for research purposes must receive full attention. The emphasis on postgraduate teaching in almost all fields presaged in the Robbins Report and already a reality in many universities, has altered the acquisitions policy of many libraries. The building up of research collections in many centres in the United States has attained monumental proportions and, whilst it is unlikely that British libraries will have the same financial resources to emulate their American counterparts, they must be able to offer greatly-improved facilities for research to their academic staff and to their students.

GENERAL ACCOMMODATION PROVISION

338. The stacks should be open to all readers, with proper safeguards, and seating should be available near to the books. The building, which may also accommodate undergraduates, should offer various types of seating—in reading rooms, in study rooms and in carrels. (It should be borne in mind when deciding on seating provision that many students use the library simply as a place in which they can write their essays or work with their own books. This is a legitimate use of library accommodation especially when a student lives not in a hall of residence but in lodgings or in a home which lacks quiet facilities for study.)

339. Carrels originated in the thirteenth century in the larger monastic houses where cloisters were partitioned for senior monks, in order to provide a measure of privacy and also in an attempt to mitigate some of the severe hardships endured by scribes, when writing in exposed cloisters during northern winters.

340. A carrel has now come to mean a space, alcove or small room provided within a library for private and single study. The space may be provided in various ways and, in the United States, a carrel is sometimes simply a small table for one reader with his collection of books kept either on a shelf or in a locker under the table. In this country a carrel usually consists of a small area (varying in size in different institutions), partitioned off by a low partition and containing a bench-type working top and chair. Such a carrel is just sufficient for a minimal amount of privacy both visual and auditory. But the increased demand for sound-proof accommodation, where students or staff can use calculating and dictating machines, typewriters and gramophone records, necessitates the provision of a completely closed-off space so that other readers are not disturbed. Such private rooms within a library may also be described as carrels.

341. All the evidence which we received on the value of carrels was firmly in favour of their provision. Reading accommodation free from the distractions of a larger room is clearly of considerable value to senior students and staff. With the growing number of postgraduates, there will be increased need for such provision. Where carrels are already available in existing libraries, they are in great demand, not only by research students but also by undergraduates. In addition to the freedom from distraction which they offer, students are enabled to keep on the bookshelf in the carrel a collection of books which they need to consult over a period of several days.

342. Provided that carrels are as simple in construction as possible, and do not exceed the space suggested by the University Grants Committee, there is, in our view, a definite place for them in university libraries. With the considerable growth in numbers of graduate arts students who, with research students in social sciences, are by far the greatest users of carrels, their provision will become increasingly necessary. Unlike their counterparts in faculties of science and technology, these students have no laboratories in which they can leave their books and papers. Their needs, however, can in many cases be met by the simplest form of carrel, providing only the minimum of privacy and the wherewithal to keep a collection of books for a short period.

343. All forms of carrels should be allocated for the use of postgraduates and staff and we would stress that it is essential to make the maximum use of space. Librarians should ensure that carrels are fully used. It is difficult to lay down an ideal ratio of carrels to student numbers because the use of the library varies according to the disciplines covered by the various institutions.

344. In order to meet the need of the student to retain a collection of books for a few days, (thereby economising both on his time and that of library staff), and where this need cannot be met by the provision of carrels, we suggest that use might be made of glass-fronted lockers with a master key held by library staff. Alternatively, we have been told of glass-topped trolleys which are in use in the United States and in at least one British library. These are left by the students each evening at an agreed spot in the library and the collections can easily be examined at any time by the library staff.

345. Facilities should be offered for reading microfilms and other micro-forms in quiet areas, where books for comparison may also be brought from the stacks or reading rooms.

346. We recommend the practice of providing a special room for the display and reading of the current unbound parts of periodicals which are on complete open access. Newspapers and official documents may also need a special room.

347. We commend to the attention of those planning new libraries the value of space for reading rare and valuable printed books and manuscripts, where readers may be supervised. These reading areas should, of course, be immediately adjacent to the stack accommodation for this type of material.

348. It has been brought to our attention that there is a need for the provision of a number of rooms in the research library for the use of teams of post-graduate students or academic staff concerned in a work of collaboration.

349. Unless special provision is made elsewhere in the university, sound-proof rooms should be available in the main library for the study of recorded sound on discs and tape, with the necessary apparatus. Small sound-proof rooms will also be needed for readers to use typewriters and dictaphones.

350. Wiring for audio-visual aids must be provided in all areas of the library in which they may be used. Wiring provision and accommodation will also be necessary for data-processing equipment and terminals.

351. Seminar rooms are recommended within a research library. They can be made available to members of the academic staff for tutorials and classes which they wish to conduct in association with library material, e.g. manuscripts, heavy reference volumes, etc. They may also be used at other times as formal meeting rooms for the library staff. They should not contain library books except temporarily in connection with classes.

352. It has been represented to us that the provision of ancillary services within the library for the comfort of readers is of considerable importance. Unless facilities are available immediately adjacent to the library, a coffee room and snack bar should be incorporated in any new library building which will be open for long hours. An area, or areas, should be set aside within the building where smoking is permitted. Other facilities suggested include the installation of telephones for the use of readers.

353. It is vital that, in the planning of library accommodation, full attention should be given to the space available for the library staff. It is not uncommon for a new library building to be inadequate in this respect even from the day it is opened, since the space allocated for staff purposes is based on the numbers of the staff at the time of the initial planning and takes no account of the increases due to developments in library services or to the university's growth. The efficiency of the library's services will be greatly impaired if the staff have insufficient room in which to carry out their duties. It is also basic to the planning of a library that the positioning of staff accommodation must be relative to the organisation of its services.

354. Separate areas will be needed for the administrative and secretarial staff, for staff concerned with technical processes (e.g. cataloguing as well as binding and photography) and for maintenance staff including porters and cleaners: it

is also essential to provide space for staff in reading and public service areas. In addition to adequate working room, staff will also need their own cloakrooms and lavatories, rest-room, lounge, possibly kitchens and even a dining room.

Building standards

355. It has not been possible here to publish recommendations for library buildings, but we understand that the UGC is in process of collecting material which, it is hoped, will give guidance to architects in the preparation of their briefs for academic libraries. We would, however, wish to comment now on two points concerned with the planning of libraries, namely air-conditioning and the appointment of library building consultants.

Air-conditioning

356. The statement from the UGC will refer to the problem of air-conditioning looked at from a different point of view from this Committee's. We therefore submit our own observations. Firstly, solid particles of dirt, and liquid and gaseous forms of acids suspended in the atmosphere have a seriously deleterious effect on books and manuscripts resulting under the worst conditions in complete destruction of bindings, paper and vellum. Secondly, even in Britain, excessive changes of temperature and humidity accentuate this deterioration and can also lead to additional destruction as a result of the growth of moulds, fungi and bacteria which such conditions favour. For these reasons it is essential that for the best conditions for the preservation of books, the atmosphere should be free from dirt and acidity in gas or liquid form and that temperature and humidity should be controlled; in fact these conditions are obtained only by the installation of full air-conditioning plant (water washers to extract liquid or gaseous acids, filters to remove solid dirt, heating plant and refrigerating plant). In areas of highly-polluted air it is our view that library stocks, housed both in reading rooms and stacks, can be preserved only in a fully air-conditioned atmosphere. In cleaner areas the need will be reduced but at least all research material of lasting value should be stored in conditioned air. Except in areas where the air is almost completely free from dirt, some form of air cleaning plant should be installed, not only to preserve the books, but also to obviate the need for them to be cleaned at frequent intervals.

Library building consultants

357. Our second point concerns the need for the appointment of library building consultants whenever a new library or a substantial extension of an existing building is contemplated. We are concerned that when large sums of money are to be spent on library buildings the best advice available should be taken by the architect. We propose, therefore, that the UGC should draw up a panel of consultants who would be university librarians with considerable experience in the planning of library buildings. Any librarian asked to begin the planning of a building would be given the choice of any member of the panel to assist him in preparing the architect's brief and in all subsequent phases of the operation until the building is completed. The fees of the consultant would be included in the total cost of the building.

CENTRALISED AND DECENTRALISED LIBRARIES

358. As applied to academic libraries, the terms 'centralised' and 'decentralised' may refer to the *housing* of the book-collections, or to the *administer-*

ing of them. The book-collections in a university may be housed either in a single repository or in a number of separate repositories. They may be administered either as a single unit or as a number of separate units. In three British universities—Oxford, Cambridge and London—the book-collections are decentralised in both senses: in these universities, substantial portions of the book-collections are both housed and administered in the libraries of colleges and other institutions which are entirely separate from the Bodleian Library (in Oxford) and the University Library (in Cambridge and London). In the other British universities, the book-collections are centralised in the sense of being administered as a single unit by the university library, but decentralised in the sense of being housed in varying numbers of separate repositories.

359. The two-sided decentralisation that characterises the libraries in Oxford and Cambridge and London has of course sprung from the circumstances in which those universities developed. In the other British universities, the varying degrees of decentralisation in the housing of their book-collections have likewise been due to varying circumstances. Thus it sometimes happens that a section of the university (a department or faculty) is moved some distance away from the university generally and more especially from the central library, so that books must be transferred to the department or faculty. Or again, a department or faculty receives as a donation, either a large collection of books and periodicals which by the terms of the gift is required to be housed only in that department or faculty, or a private gift of money for the purchase of books. Or again, when a department moves into a new building it may establish a library, with the assistance of the University Grants Committee, which is prepared to make a grant for this purpose in connection with new accommodation. Or again, a small collection of books may be found in almost any department purchased with funds for departmental research and maintenance; in course of time such a collection may become large and highly specialised. (The Committee has noted the practice which obtains in some universities of the purchase of books by heads of departments from their recurrent equipment grants, and sees no objection in principle to this practice, provided that only a small number of books is involved, that they are listed in the union catalogue and that the library is not deprived of funds as a result.) And finally, the growing inability of university teachers (by reason of costs and the diversity of their material) to build up their own private libraries has caused them to rely more and more on the university's book-resources. They are therefore in favour of expending money to make a collection of relevant books available in the department to save their own and their students' time. The difficulties which arise from an unco-ordinated and unplanned dispersal of a university's book resources throughout the campus and the proposals for making the best use of these resources are discussed in the pages which follow.

A. THE SITUATION OUTSIDE BRITAIN

(i) *Germany*

360. Although the library arrangements in Britain and the U.S.A. have been known and imitated to a limited extent in Europe during the past few years, the most important influence in library matters until very recently has been the German system, covering many aspects including cataloguing, but perhaps most significantly in the relationship of the main university library to other libraries in the university. Broadly speaking, the book-collections in German universities

are decentralised in the double sense: they are not only housed in a number of separate repositories, but are also administered as a number of separate units.

361. There are, of course, inevitable variations in the pattern to be seen in different universities but, basically the funds for library purposes are allocated separately to the university library and to institute (or departmental) libraries. The ratio of the share of the institute libraries to that of the university library can range from 1:1 to 4:1, so that institute libraries as a whole can receive four times as much as the university library. The result is that many institute libraries are not only more comprehensive in their own fields than the collections on the same fields in university libraries but institute libraries have often become the most outstanding libraries in their subject in the whole of Germany.

362. Each institute library appoints and employs its own library staff, orders its own books without reference to the university library, maintains its own catalogue as a separate entity and generally does not expect its library to be used except by members of the institute or department—teachers and students. The books are usually not available for loan and therefore cannot be sent on inter-library loan.

363. In this situation, the academic teachers rely only rarely on the stock of the university library, have little interest in its acquisitions policy and make few demands on its services. At the same time the student is encouraged to make the maximum use of his institute library where he will have reasonably adequate accommodation for reading and the certainty of finding that the book which he requires is not out on loan.

364. For these reasons there is often, to British eyes, a surprising lack of adequate seating accommodation, very little open access to books, and only very rarely a classification system, in the German university library. Its staff, too is organised on a subject-specialist basis since there is not the sort of liaison on book acquisitions between university teachers and the staffs of the university library which is normal in Britain.

365. It will be clear from this brief outline of the main characteristics of the library situation in German universities that the existence of institute libraries has had a deleterious effect on the development of central university libraries. Not only has there been little co-operation but in many universities there is almost a spirit of competition between the two—for money, for staff and books and for the acquisition of gifts. The unfortunate results of the influence of these institute libraries have been commented on in a number of places (e.g. J. Periam Danton: *Book selection and collections: a comparison of German and American university libraries*⁽²⁾). 'The picture is that of a main or general library, though one with highly specialised collections in depth, plus numerous independent, completely autonomous libraries each serving a very restricted group of the university community. The grave disadvantages of this scheme of things are obvious. It is wasteful of funds because of the excessive duplication of titles . . . the system produces university book resources which are unco-ordinated, it makes utterly impossible, as both librarians and professors freely admit, a general, planned collection-building policy for the university as a whole, [and] it creates numerous library empires, some of them very sizeable indeed, of which

⁽²⁾New York (1963), pp. 35 ff.

no university official outside the institutes and seminars themselves, has any real knowledge or control ') and, perhaps most significantly in the recommendations of the *Wissenschaftsrat*, which has put forward proposals for greater co-operation between these two library systems. It is noteworthy, however, that the recommendations of the *Wissenschaftsrat* do not seek to substitute a centralised system for the decentralised arrangements that have long been familiar in German universities, but aim only at bringing about better co-operation between the institute libraries and the university library. Whatever may be the shortcomings of the traditional library arrangements in German universities as viewed by professional librarians, the decentralised institute libraries have unquestionably proved their great value as instruments of research. The proposals made by the *Wissenschaftsrat* are as follows:

- (a) That a sensible relationship be established between the book funds allotted to the university library and to the institute libraries.
- (b) That there should be co-operation in acquisitions and cataloguing between both kinds of library: for these purposes all libraries within a single university should be considered as forming a single entity.
- (c) That union catalogues of the holdings of all libraries within the university are necessary as a guide for book selection and, more particularly, for the convenience of readers.
- (d) That a student's admission card for one departmental library should be valid for admission to all other libraries in the university.
- (e) It is recommended that, as an experiment, an office be set up in an existing university library in which all the technical processes for all libraries within the university will be carried out centrally.
(*Empfehlungen der Wissenschaftsrates zum Ausbau der wissenschaftlichen Einrichtungen*. Teil II: *Wissenschaftliche Bibliotheken*. 1964. pp. 29 ff. here translated and summarised.)

It is expected that these recommendations, which seem to have been accepted in several of the new German universities, and which are reinforced to some extent by the policy underlying the building of the new University Library at Frankfurt, will exert a strong influence on the future development of German university library organisation.

(ii) *Scandinavia*

366. There is no doubt that the dual system of library provision (university library and institute libraries) which is normal in Germany has had a profound effect on academic library services in Scandinavia. All the older universities have departmental or institute libraries which are sometimes large and in any case are treated as units completely separate from the university library. The position has been well described by Mr. Harald Tveterås⁽²⁾: 'To give an impression of their (institute libraries') importance one should mention that there are altogether about eighty-five of them in the seven faculties of Oslo University, varying in size from 2,000 to 50,000 volumes . . . Since a university is in principle a unity, the dispersal of the library resources creates many serious problems of co-ordination; and as long as these remain unsolved, there will always be some lack of sympathy between the two parts, the university library with its librarians

⁽²⁾H. L. Tveterås, 'Scandinavian University and College Libraries', *Library Trends*, 12 (1963-64), pp. 483-484.

and the institute library with its scholars. At many older universities the relation between the two types of library is characterised by antagonism and competition rather than by co-operation'.

367. Mr. Tveterås then goes on to outline the steps taken by the new universities to copy the American system, by which the librarian has full authority for the departmental libraries. This is not possible in the older universities, 'because the institute libraries have their independence stemming from the older academic tradition'. The system adopted at Oslo University, the 'faculty service' is described: 'Within the several faculties there has been established a library and documentation center (not a faculty library) supplied with the relevant catalogs and bibliographical tools and led by a faculty librarian responsible to the director of the university library. The responsibilities of the faculty librarian and his staff are rather complicated, because the center serves as an outpost of the university library, while at the same time being a service station for the institute libraries. The faculty librarian assists the institute libraries in book selection, supervising all purchases, exchanges, cataloguing and binding, and deals with inter-library loans, the provision of the university library's deposit and long-term loans in the libraries of the faculty, etc. Last but not least, he is to undertake bibliographical research on behalf of the staffs of the institutes, in collaboration where necessary, with the reference department of the university library. The advantages of the faculty library system are numerous. It brings the librarians to the scholars' own workshops, the institutes, and thus establishes a close daily contact between the two groups. This means that all of the university specialists will always be at hand to help the librarians if the university library needs assistance in solving difficult reference problems.' This type of organisation may well be imitated in other Scandinavian countries where the idea has been well-received.

(iii) Other European countries

368. In French universities, institute libraries exist side by side with the university library, but in 1945 their co-ordination was strengthened by the establishment of the *Direction des Bibliothèques de France* within the Ministry of National Education. University libraries have been placed under the jurisdiction of this Board which has decreed that all the libraries serving the faculties and university colleges constitute for a given university 'the university library' even if these establishments are dispersed among several cities.

369. In Spain and Portugal the administration of academic libraries is completely decentralised: institute (or 'seminar' or 'faculty') libraries function independently of the university library. In Portugal, only the University of Coimbra possesses a university library in addition to the libraries of faculties and institutes.

370. In Austria, although there was some measure of co-operation between the university library and faculty libraries before 1955, it is mainly since that date, when the law regulating the structure of institutions of higher learning laid down rules governing institute libraries, that there has been a stated policy of co-ordination. Under the terms of the law, the university librarian has responsibility for the acquisition policy, cataloguing and general library services of all libraries within his institution.

371. In Italy the administration of academic libraries is completely decentralised. The resulting situation has been described⁽¹⁾ by the Librarian of the University of California at Los Angeles as presenting 'a great variety of jealously autonomous, unco-ordinated and selfishly parochial institute libraries'. At present there seems to be little prospect of changing it. An attempt has been made to appoint trained librarians to look after institute libraries, but the number is insufficient and their duties are supervised not by the university librarian but by individual departments without reference to the central library.

(iv) *Soviet Union*

372. Centralisation of the library network in the large universities in the Soviet Union has been on the increase over the past years. Yet there are still many universities where departmental libraries are independent of the main library, often duplicating their book collection, and in some universities the departmental libraries do not look for any sort of guidance on the part of the university library. This type of decentralised system is seen by librarians and university officials as tending to a dissipation of resources and the unnecessary duplication of collections. It creates difficulties in the organisation of a union catalogue and it hinders the co-ordination of reader-service and bibliographical work. It is clear that there is a general or at least an active opinion in university circles in favour of the centralisation of acquisitions and processing, the creation of union catalogues for university book collections, the development of a unified system of service that is brought as closely as possible to the readers, and the strengthening of the leading role of the main library, which becomes responsible to the university for all library work⁽²⁾.

(v) *United States of America*

373. Some American campuses have independent libraries; book-buying is not always wholly centralised and there does not everywhere exist a complete union catalogue. In a large majority of American universities, library collections come under a single administration; most book-buying is centrally performed even though book-selection is decentralised; and certainly there is a free and untrammelled use of the universities' entire book resources by their faculties and students. The tendency during the past fifty years has been in the direction of a decrease in the number of independent book collections, the improvement of union catalogues, the centralisation of acquisitions and the appointment of professional library staff to institute and departmental libraries⁽³⁾.

B. THE POSITION IN BRITISH UNIVERSITY LIBRARIES

374. It has already been pointed out that the doubly decentralised library system of the universities of Oxford and Cambridge and London is not typical of British universities generally. The survey which follows in paragraphs 375 to 381 is therefore concerned with *British universities other than Oxford and Cambridge and London*.

375. In the great majority of British universities their book-collections are decentralised only in the sense of being housed in a varying number of separate

⁽¹⁾R. Vosper, 'A recent look at University Libraries in Italy', *College and Research Libraries*, XXII, (1961) p. 207.

⁽²⁾L. I. Vladimirov, 'The Accomplishments of University Libraries in the Soviet Union', *Library Trends*, 12 (1963-64), pp. 558 ff.

⁽³⁾Periam Danton J., *Book Selection and Collections; a comparison of German and American University Libraries*, New York (1963).

repositories; they are centralised in the sense of being administered as a single unit; the university librarian usually has an overall responsibility for them, and the library committee of the university usually has a stated policy on the organisation of library services generally. In other words, in most British universities the relationship between the university library and the faculty or departmental library is more comparable with that prevailing in the United States than that existing in Germany.

376. It is impossible to devise a classification which would neatly fit all types of collections housed in separate repositories—'libraries in departments' as they are sometimes called—since they can have so many minor differences. But there are three useful criteria which may be borne in mind: (a) does the separately housed collection consist of books that are unique in the university, or of duplicates of titles that are also in the central university library?; (b) is the separately-housed collection staffed by the university library or by the department in which it is housed?; (c) are the books in the separately housed collection 'processed' by the university library or by the department? Bearing these criteria in mind, the following descriptions will cover, for the purposes of this Report, most types of decentralised 'libraries in departments'.

(i) *Sub-library (or branch library)*

A large collection of books, both 'uniques' and duplicates, serving a faculty like law or medicine or a combination of subjects like engineering, biological sciences, etc. It is staffed full-time by members of the university library staff under the control of the university librarian, who is usually responsible for acquiring, processing and cataloguing the books in the library.

This type is usually established for reasons of distance of the faculty or departments from the central library.

(ii) *Sectional library*

That part of the university's collection, mainly unique items but including some duplicates, relating to a particular subject and housed in a department or faculty building. It is normally small and has no full-time staff but is looked after by a secretary or other member of the department's staff. Theoretically, if not always in practice, it is open to any member of the university.

The books and periodicals are normally processed in the university library and entries for them are included in the central library's catalogue.

(iii) *Departmental library*

This usually consists of duplicate copies of books and/or periodicals in the central library. It is supervised not by library staff but by departmental staff. It is under the control of the university librarian and the processing of the books is dealt with by the central library where catalogue entries for the books are retained.

The contents of these collections can vary from reference books, abstracting journals and periodicals to duplicate copies of students' texts. They are rarely available for general loan but can be consulted by students from other faculties and departments.

(iv) *Class library*

A collection of duplicate copies of students' text-books or a small number of dictionaries and other reference books housed commonly in a profes-

sor's or tutor's room for the benefit of his students. These books are not under the control of the university librarian and are not entered in the union catalogue of the university's holdings. With this type may be included the small collections of bench-books to be found in laboratories, workshops, etc., which are often considered to be expendable and therefore not a permanent part of the library resources of the university.

(v) *Institute library*

Under this heading may be placed firstly the libraries of institutes of education which, because they serve a different clientele from that of the university library are commonly (but by no means entirely) outside the university librarian's control; secondly, the libraries of 'centres' or institutes established (sometimes by means of special initial grants from the UGC or elsewhere) for promoting specified studies such as 'Oriental and African Studies' etc.: these libraries may be staffed by research students or staff who are able to give a specialist service to members of the department or institute.

Bearing these descriptions in mind it is possible to survey briefly the current situation in British university libraries.

377. The number of 'sub-libraries' in British universities is surprisingly small considering the expansion of many universities and their distribution often over wide areas. They vary in size from a thousand or so volumes to 150,000 and can cover only a small subject area or a full faculty's subject range. The most usual subjects dealt with are law and medicine followed closely by social and economic science (including management or business studies), applied science and pure science (with chemistry frequently as a separate subject). Other subjects which have sub-libraries devoted to them are agriculture and veterinary science, music, art, education, dentistry and geography combined with geology. These libraries may be manned by staffs of between one and twelve. Most of these libraries are open in term until late in the evening, usually 9 to 10 p.m. Only a small proportion close at 5 or 6 p.m. The usual vacation hours are 9 a.m. to 5 p.m.

378. The most significant feature of 'sectional libraries'⁽¹⁾ is that they are almost overwhelmingly limited to the pure and applied sciences and that arts subjects, except perhaps in some of the larger universities (e.g. Glasgow, Edinburgh and Manchester), rarely support a separate library of this type. Chemistry, physics and geology are more commonly treated in this way with the various divisions of engineering and metallurgy also fairly popular. The hours of opening for this kind of library are almost invariably 9 a.m. to 5 p.m. (or 5.30 p.m.) both in term and in vacation.

379. In most universities the total number of 'sub-libraries' and 'sectional libraries' together rarely exceeds ten but the number of 'departmental libraries' can be very high: a few universities—Aberdeen, Manchester and Edinburgh—have more than sixty each. These libraries represent subjects within most of the faculties of the university and whilst there is a slight preponderance in favour of

⁽¹⁾In their replies to questionnaires on libraries in departments, it was not always easy for librarians to distinguish clearly between 'sectional' and 'departmental' libraries, since some of their collections could fall into either category. For this reason the statement made here about sectional libraries is based only on the figures which were given for libraries which could certainly be described as sectional.

science and technology, there is also a large number in arts subjects: medicine is well covered in several universities. The size of these libraries varies from a few books to several thousand volumes and seating accommodation from two or three hundred down to none. They are open generally during departmental hours in term. In a few universities the books in these libraries are bought by the department and processed by departmental staff.

380. 'Class libraries', often called seminar libraries, exist in many universities. They are usually outside the librarian's control but the books for them are sometimes bought through the university library. At one university each department is allocated the sum of £10 per annum for book purchases for these libraries. The majority of 'class libraries' are for students in arts subjects, and have little or no seating accommodation in connection with their use.

381. The number of 'institute libraries' is largest in the University of London but they are becoming an increasingly common feature of other universities. The establishment by the University Grants Committee of centres or institutes for Oriental, African and Slavonic Studies may become a pattern of development for the future. As the building up of a library in a subject not previously well represented in the university library is often an essential adjunct to the teaching and research of these centres, the books thus acquired are quite often housed in the premises occupied by the centre itself. It sometimes happens, however, that an 'institute library' is established by a special grant, but thereafter receives no special annual grant for maintenance: in that case such a library becomes in effect an addition to the 'sectional' or possibly 'departmental' class described above, and thereby becomes also an added charge upon the library-funds of the university. (The Institutes in the University of London not only were established by special initial grants, but are maintained by recurring annual grants: their libraries are therefore no charge upon the funds of the university library, and they are completely independent of it, though there is in fact a great deal of informal and friendly co-operation between them and the University Library).

382. Oxford, Cambridge and London offer library facilities on three levels—the central library, college libraries and libraries in faculties, departments or institutes. The importance of these may be demonstrated by comparing the book resources of Oxford with one of the larger libraries in a provincial university. If the Bodleian complex and all college libraries were destroyed the remaining libraries would still have a larger stock than that of the largest English university libraries, for example Birmingham or Leeds or Liverpool or Manchester. The libraries at Oxford and Cambridge outside the central library have not until recently been co-ordinated. Committees at both universities have been examining possible methods of organising schemes for union catalogues and other aspects of co-operation. The Oxford report has been issued⁽¹⁾ and that for Cambridge is expected shortly.

383. At London a considerable measure of co-operation has been achieved in recent years by the Standing Conference of Librarians of the Libraries of the University of London.

(¹) University of Oxford, *Report of the Committee on University Libraries*, (Supplement No. 1 to the *University Gazette*, XCVII (November 1966)).

384. The Committee has received submissions of evidence on this question from the Association of University Teachers and from many other bodies representing members of the teaching staffs of universities. It has also approached a large number of individual teachers through Deans of Faculties in representative samples of universities and colleges of advanced technology, and, by means of a questionnaire, asked for their views on many subjects including that of libraries in departments. From the evidence collected in this way it has been possible to gain some idea of the attitude of university teachers to the decentralising of libraries in their respective universities.

385. Of the representative universities and colleges which were approached, some were smaller in size, and some larger. In the smaller ones, the teachers questioned were two to one (20:10) in favour of maintaining departmental or faculty collections in addition to the main university or college library. In the larger ones they were nearly six to one (46:8) in favour. They gave a variety of reasons for their preference, but one that was often mentioned was the distance of their department from the central university library.

386. A number of teachers, in science particularly, thought that departmental libraries were absolutely essential for rapid consultation by staff and students alike of reference works, abstracts and research journals. It was even argued by a few that the periodicals relating to their own highly-specialised departments should be held in the department, for the reason that they were of little use to anyone outside. In some departments, particularly geography, teachers said that, in the main library, books on their subject were widely scattered making reference and research extremely difficult. Another lecturer (not in geography) said that the main library actually constituted 'an obstacle' to research and even to teaching, and that he regarded his departmental collection as his most valuable asset in stimulating interest and work.

387. Complementary to the need for departmental libraries for the use of the teachers, was the view expressed by a large body of university teachers, especially in the science departments, that they were essential to the process of encouraging undergraduates to read intensively in their subject. A number of teachers in a wide variety of disciplines said that it was essential for duplicate copies of all widely-used books to be kept in departmental libraries, since it was often impossible to obtain copies from the main library. It was thought that students should be provided with a reading room and reading material readily accessible and near to their lecture rooms. At the same time separate collections of this type could relieve the pressure on the main library in terms both of users and of space.

388. Other advantages of libraries in departments mentioned by one or more university teachers were, firstly, that if they had keys to the library they could use it for informal borrowing or quick reference even at times when the main library would be closed and, secondly, that in a small specialist library a librarian could, with the necessary expert subject knowledge, develop the collections most satisfactorily and ensure their fullest use. No distinction was of course made by the university teachers between the various types of library as described in paragraph 376 above, but lawyers emphasised the need for separate libraries for law, obviously visualising a sub-library, staffed if possible by a librarian trained in law.

389. In their evidence to us the AUT said that although there was a divergence of opinion about the use of departmental libraries, many university teachers, especially those in scientific departments, believed that they were essential to the process of encouraging undergraduates to read intensively in their subject. 'However', they continued, 'such ancillary collections need to be carefully integrated with the main collection which should be as complete as possible; they should be confined to essential works of reference and multiple copies of text books which are prescribed reading for lecture courses. They must be carefully supervised by the main library staff, for the growth of departmental libraries can lead to quite unnecessary duplication and can result in a situation in which neither the university library nor the university finance department knows how much is spent on books by departments nor indeed what books exist in these libraries. The contents of such libraries should be catalogued by the main library and skilled assistance should be available from the main library as required; in addition they should be available to all readers in any subject or faculty'.

D. ARGUMENTS AGAINST LIBRARIES IN DEPARTMENTS

390. Most of the criticisms from university teachers of departmental libraries related to the inconvenience which resulted from unique titles of books and periodicals being dispersed geographically throughout the university. Others commented on the difficulties which arose from the fact that the libraries were often open for very short hours, and that some were not easily available to anyone outside the department in which the library was housed.

391. The disadvantages, as viewed by librarians, which arise from certain types of departmental libraries have been outlined above in the account of university library systems in Europe. Unless the collection is large enough to make it economical to employ library staff so fully that it can give a service comparable with that offered in the central library, its use will be of a very limited nature.

392. It would seem therefore that a sub-library or branch library as defined above has the same characteristics as the central library, but that other types of libraries are uneconomical of staff-time and may be a waste of money if books and periodicals are being purchased, perhaps in a number of copies, for the use of a very small section of the university community. These disadvantages are especially evident if the books and periodicals are not catalogued or classified by the central library, and their existence is unknown to the library authorities, for then they cannot be made available to the rest of the university.

393. The following opinion given by a university Professor sets out some of the criticisms of libraries in departments expressed by academics whose interests in the library resources of a university are less specialised. 'As universities grow in size there is always a tendency for their libraries to develop centrifugal tendencies. Departments that are some distance away from the university library and those with highly-specialised needs think how much more convenient it would be if the books in which they are interested were transferred to separate and, to them, more accessible libraries. These tendencies ought as a rule to be resisted, since there are few subjects so isolated that books on them are of no interest to members of other departments. Separate libraries are more expensive to administer and in them it is less easy to protect valuable books against theft. Moreover, there are certain general works which would have to be duplicated in each of the smaller libraries. Demands for strong departmental libraries are most

likely to be made at times when money is flowing fairly freely; in times of stringency those who would like them are apt to think what a lot of books they could buy with the salaries of even two or three of the extra staff that would be required. A better way of meeting departmental needs is by the provision of small departmental libraries, to supplement the main university library. Users of the university library are liable to feel thwarted if they look up a book in the catalogue and find that the only available copy is in a remote departmental library with its own regulations which make access more difficult. It is therefore desirable that departmental libraries should contain only duplicates of books in the main library and they need not as a rule be very large. Libraries of this kind can relieve the pressure on the main university library, can make it possible for reference books to be consulted in the course of a seminar and can prove congenial to the elementary student, who is often overwhelmed by a large library until he has learnt the art of selecting the books that are most likely to be useful to him.⁽²⁾

394. Finally, some members of university staffs pointed out that the purchase of books to be housed in departments could be wasteful when grants for library purposes were (as has normally been the case in Britain) inadequate even for the central library's needs alone.

395. The Committee has throughout its deliberations accepted as a guiding principle the view expressed, often very forcibly, that the university library is the heart of the university. It can therefore serve as one of the most important extra-departmental means of educating students. We believe that books and periodicals on a wide variety of subjects should be available in a university library on open access to all students who may thus experience the added stimulus of publications relating to disciplines other than that of their own curriculum. For a student to confine himself to a small collection and never to explore beyond it would clearly not be in his best interest.

396. At the same time, the Committee is aware of the necessity for conserving the time and energies of both staff and students. That departmental libraries are an effective method of meeting that need has been sufficiently proved by the long experience of universities generally. The Committee is therefore in agreement with the views put forward for the maintenance or establishment of libraries in departments, and regards such libraries as recognised features of the academic library system. In the past, one of the limiting factors has been the lack of funds for developing the university's book resources at more than one level. The main difference between Oxford, Cambridge and London on the one hand, and the other universities on the other, is not so much the size of the stocks of the central libraries but the fact that in the former universities there is a great richness of book resources, not only in the main library but at a number of levels in a number of different libraries—colleges, institutes, departments and faculties. We believe that financial resources should be available in other universities to enable them to offer similar library provision in depth. But it is in any case necessary to ensure that the library resources of a university are most economically organised and the recommendations which follow are framed with this consideration in mind.

(2) Brook, G. L., *The Modern University*, London (1965) pp. 93-94.

The following recommendations refer to all universities excluding those of Oxford, Cambridge and London.

- (i) Except possibly for class libraries, all libraries in the university should be under the jurisdiction of the library committee or similar library authority which will be responsible for their organisation and the regulations for their operation.
- (ii) A union catalogue of the holdings of all the libraries in a university is essential and, where it does not exist, should be compiled as soon as possible.
- (iii) In general, no library outside the central library should contain items which are unique in the university, unless it is large enough to justify the appointment of library staff adequate to offer services of the standard of the central library, including extended hours of opening.
- (iv) Libraries not covered by (iii) above should, in general, contain only duplicates of books and periodicals in the central library.
- (v) No library should be set up outside the central library unless there are sufficient funds to support both the initial purchase of its stock and its continued maintenance; it should not in any way interfere with the acquisitions policy of the central library. We appreciate that, wherever there are large and important departments (particularly scientific departments), which are a considerable way from the main library, they will require libraries, for the use of postgraduate students and senior members of staff, which contain basic works of reference and current periodicals and monographs. Their contents should be included in the university catalogue and their acquisitions policies should be discussed with the academic staff concerned.

WITHDRAWAL OF UNWANTED MATERIAL AND STORAGE DEPOTS

397. The inevitable expansion of their libraries presents universities with one of their most difficult problems. Some of the older institutions have for a long time been providing temporary solutions by converting adjacent premises to library use, a process which often gives rise to practical difficulties, and may well create new problems for others. When a new library is built, it is generally recognised that it should be so sited as to allow for substantial expansion of the book stock and an increase in the number of readers' places, together with all the ancillary services. In a new and rapidly-growing university this development can be assessed in relation to student numbers over a number of years, and facilities for expansion of library resources are fairly easily identified. When, however, a more stable situation is achieved, the number of staff and students making use of a library ceases to be a factor in the assessment of the library's growth. Even in a numerically-static institution the library will, of course, continue to grow as more and more material of scholarly interest pours off the world's presses. In the paper read at the Home Universities Conference in 1959 the Librarian of Birmingham University gave the following facts: 'the figures for the past 32 years in the Returns of the University Grants Committee give some interesting results. Nottingham trebled its stock every 16 years; Reading, Birmingham and Leeds doubled every 16 years; Liverpool would double every 20 years; Sheffield and Southampton would treble every 30 years and Manchester would double every 30 years.'

398. Despite this growth, university libraries in Britain are small by comparison with some foreign university libraries, particularly American, as stated

in paragraph 12. The following quotation from SCONUL's submission is relevant in this connexion:

'The Association of Research Libraries (i.e. of America) publishes statistics for 63 of its members, and it is particularly significant that if the largest British universities (excluding Oxford, Cambridge and London) were members, they would rank lower than 56th on the list for size of stock, annual accessions, expenditure on books, periodicals and binding, and cost of staff salaries'.

While there would seem to be little to recommend expansion merely to become as big as the bigger American university libraries, the question is inevitably raised whether expansion of university libraries can or should go on indefinitely. It may be admitted that expansion should not, ideally speaking, be conditioned by exigencies of space or funds and that the criterion of growth should be the degree of usefulness to users attained thereby.

399. It must be clear however that neither space nor funds are likely to be unlimited and that some means must be found of controlling expansion, without damaging the services which university libraries feel it their duty to give to their users.

400. The use of microforms can reduce demands on storage space. Studies in the United States, have, however, shown that it is cheaper at present for a library to store material than to convert it to microfilm for its own individual needs. Cost advantages could only be obtained if a group of libraries shared the cost. It is too early to say with certainty whether higher levels of reduction will make a greater contribution to storage problems, and whether the deficiencies in reading machines and the restrictions of copyright will persist (See also paras. 487-496).

401. It is obvious, however, that these practices will not appreciably affect the growth of libraries. It might appear that the simplest and most effective solution is the withdrawal of certain classes of books and periodicals to make room for new accessions. This is part of the policy of public libraries which cater for the needs of the general reading public, and of some special libraries where the requirements of the users are well defined and easily recognised. It is not so, however, with university libraries. The nature of the stocks held and the unpredictable research potential of the material make withdrawal, let alone discarding, extremely difficult. American experience has amply demonstrated that it is not always easy to establish criteria which will govern the choice of material for withdrawal, and that the process is invariably expensive in time and labour.

402. Despite the fact that it is dangerous to discard books or periodicals since one cannot foresee whether in the future they may become important, some university libraries have withdrawn certain classes of material from stock. The NLL, when it was starting, received a number of imperfect sets of scientific and technical periodicals which university libraries considered to be of little immediate value. The NLL of course makes this material available for loan not only to the original donor but to all other libraries. The NCL also receives similar non-scientific literature, and unwanted material, likely to be of use to other libraries, can be offered through the British National Book Centre (para. 43). Beyond the distribution of withdrawn material in these ways, books the usefulness of which is judged to have ended, are sometimes destroyed. In universities, the number of these is small, and we doubt whether, at present, it could be otherwise. Nevertheless, the cost of housing an obsolete book, especially

if it is likely to be readily available in one of the national collections, should be borne in mind by all librarians.

403. In our questionnaire to academic staff we asked what type of material they would be prepared to have in microform in their libraries. The following were cited in the answers (in addition to material otherwise unobtainable): census data, old newspapers, pre-1940 medical journals, pre-1900 scientific journals (although this date varied considerably), patents, theses and foreign law reports. It may not be possible to find a consensus of opinion on all these categories among academic staff in any university or among university librarians, but this list may assist some libraries in withdrawing, if only temporarily, certain categories of their stock when they are particularly pressed for space.

404. Co-operative storage 'off-campus' has been developed in at least three centres in America. Their establishment was prompted by the theory that the books could be housed in cheaply-erected buildings, that they could be compactly stored and that, if books were catalogued and classified for storage in the first place, simplified cataloguing could be used and thus processing costs would be reduced to a minimum. In this way expansion on the campus would be restricted and expenditure curtailed. Furthermore, it was envisaged that some of these depositories would develop their own activities in the form of bibliographical services and some degree of control of acquisitions.

405. Three types of depository exist in the United States.

- (a) *The New England Deposit Library* (NEDL) was opened in 1942 at a cost of nearly \$224,000. By 1960 it had eleven members—five colleges and universities, one public library, four special libraries, and the state library, all of which are in Boston. The owner library shelves its own deposits and supports the related costs at NEDL and can, at any time, recall its material. Harvard is the largest depositor and, apart from an author catalogue from this university and from three other depositors, the NEDL staff have no knowledge of what is there and offer no reference service.
- (b) *The Hampshire Inter-Library Center* (HILC) was set up in 1951 by three Western Massachusetts colleges on ground belonging to one of the members. The estimated cost of the area occupied by the Center in its post-1960 location, where it forms an addition to the University of Massachusetts Library, was about \$202,000, not including land. A fourth member was the state university and all the members are geographically isolated from large research collections but within twelve miles of each other. When established, HILC was to be concerned mainly with periodicals. The aim was not only to release shelf space in member libraries but also to economise on rising book and periodical costs, and to help in increasing the combined research resources of members. All material deposited becomes the property of the Center and none can be permanently recalled. All the material placed in the depository has to be approved by all members and the staff will verify bibliographical citations and will find factual information.
- (c) *The Mid-West Inter-Library Center* (MILC) was set up in 1950–51 at a cost of a little over \$866,000 by ten research libraries, with the expressed intentions of forming a centre for infrequently-used research material, of encouraging the co-ordination of collecting policies in specialised

fields and of exploring the possibility of co-operative bibliographical services. By 1960, there were twenty members, eighteen of which were universities. Unlike NEDL, several members were located at some distance from the depository. Deposit criteria are that material should be scarce, have research value within the region and be little used. When they became short of space, a two-year moratorium on deposits was declared in 1960 so as to eliminate the backlog of unprocessed deposits. In theory, deposits can be recalled by the owner library but in practice this is discouraged. MILC members pay all the costs connected with processing the material to be deposited and the Center pays the remaining costs except when the storage is to be temporary. Precise records exist only for about 10% of the material, consisting of catalogued periodicals and monographs. The staff are prepared to verify bibliographical citations and to locate factual information.

The Center changed its name in 1964 to the *Center for Research Libraries* and adopted a new organisation and subscriptions structure. It has expanded its programmes from a regional to a national level. As a result, the storage function which had originally been its main purpose has taken a subsidiary place. In collaboration with the Association of Research Libraries, plans are well advanced for the development at the Center of the collection of currently-published materials under good bibliographical control and with effective and speedy access. Its activities in the future will be associated with the acquisition, presentation and dissemination of knowledge instead of mere storage.

406. A recently-submitted doctoral dissertation by an American Librarian (summary in *College and Research Libraries*, January 1964) shows that many of the purposes and functions originally envisaged for these central depositories have not been achieved. When NEDL was created, for instance, its value for compact storage was stressed but, since only four members use size classifications, this value has not been realised. One of the major economies said to be offered by NEDL was a decrease in processing costs. At the time when Harvard processed nearly a quarter of its acquisitions directly for storage, a substantial economy was made but, when this procedure was changed, the additional costs of weeding and de-processing increased the total handling costs. In the case of MILC, members have added storage units on their own campuses despite the existence of the Center and, although the plan for co-operative acquisition has been fulfilled at MILC, that for co-operative cataloguing has not. For all three depositories, the institutions which made the most use of them both for deposit and services were those which were geographically closest to the centre concerned.

407. The only co-operative storage warehouse in existence in Britain is the University of London's Library Depository in the grounds of Royal Holloway College at Egham in Surrey. With an eye to future needs, and since there were some four million volumes in its fifty or so libraries, the University of London decided to build a joint depository outside London and this came into operation in May, 1961. The building is designed as a windowless warehouse and the first stage consists of book store for about 250,000 volumes, with work rooms, loading spaces, office accommodation and a room of about 580 sq. ft. for a catalogue and a few readers. An extension is planned of seven additional storage sections giving a total space for approximately two million volumes. The book

stacks are constructed as a single unit divided into four levels by metal grill flooring, and give about 40,000 feet of shelving. Shelves are 7" wide, but those along the walls give an effective width of 10" and this gives enough flexibility to house the varied shapes and sizes of books and pamphlet boxes. The Depository is controlled by a Committee of Management and staffed by a Librarian-in-Charge with secretarial help and a caretaker-attendant.

408. There are two methods of deposit—'co-operative' and 'private'. The former covers books which are unified in one collection and which are accompanied on deposit by author catalogue entries on cards. These cards are then arranged alphabetically, thus making a union catalogue of the whole collection. Each book remains the property of the depositing library and may be withdrawn temporarily or permanently by that library at any time. All these books are available for loan to all libraries, 'Private' storage arrangements differ in that the library of an institution within London University is allotted space for deposit and the books have no catalogue entries at the Depository nor are they available for loan. This method is simply a device for extending the storage space of the library concerned.

409. In the evidence submitted to us by SCOLLUL, attention is drawn to the difficulty of defining 'little-used' material, and it is pointed out that infrequent use is not in itself a justification for sending a book to the Depository. The Librarians have adopted as a criterion 'that if a book has little "browsing value", or is both little-used and only likely to be asked for in answer to a specific request for it, it is well placed in a depository—perhaps better there than in the library, since unnecessary duplication between libraries will be avoided, space saved, and library stocks to some extent vitalized'. It is also stated that books have been transferred to the Depository temporarily in order to release space in the library during rebuilding or reorganising. The Librarians conclude: 'Three years is a short time, and we are by no means confident that we know all the advantages and drawbacks of a depository. We would emphasize again that the Depository could never be anything more than a useful aid. But in taking particular kinds of books permanently and other groups temporarily, it has already proved useful to us, and we think should continue to do so. We find that it is not particularly cheap, but is of course much cheaper than the total cost of separate depositories for each library would be'. One of the constituent institutions of the University of London, which has placed about 10,000 of its books in the Depository, stated that Egham is too far away properly to serve its needs.

410. Institutes of Education have adopted a scheme of withdrawal and deposit on a co-operative basis to cover historical works on education and obsolete text-books, with a view to the preservation of material which may be of use to future research workers.

411. The Librarians of the four centres referred to in paragraph 54 gave us their views on co-operative storage. In Manchester only had co-operation in this field been considered to be of interest to academic libraries. At Edinburgh, neither the University Library nor the National Library had felt the necessity for additional storage accommodation. The Librarians at Birmingham had discussed the value of sharing storage but had rejected it as a solution to their problems. The City Librarian had a large store at some distance from his libraries and had found this very expensive to run in terms of staff, records, etc.

412. The Librarians of Universities in Lancashire and Yorkshire have discussed a proposal that they should set up a book storage centre for academic libraries in the north of England. They rejected the proposal as they were not convinced that the disadvantages of sending material away from their universities were outweighed by any advantage which might result from sharing the cost of building accommodation for storage purposes.

413. The evidence which we have received suggests that, apart from the University of London which has its own problems, there is as yet no university library in Britain large enough to need a depository. But it becomes evident, when considering essential growth in the next 25 years, that some withdrawal of material for deposit will have to be undertaken by university libraries. Criteria for determining the nature of such material will have to be decided. We understand that in the United States criteria vary, not only from depository to depository, but also from member to member. In spite of the difficulty of obtaining a satisfactory definition of the term 'little-used', it may be assumed that such books could be sufficiently well identified as to ensure that the recalling of items would happen only very rarely. If this were the case, then the criticism of Egham as being too far away, made by one of the London institutions, would no longer be valid. One safe criterion could, in our opinion, be based on categories of material, e.g. university calendars, superseded text-books, numbers of periodicals no longer in active use and some minor works.

414. We would, however, emphasise that any books placed in a depository would have to be easily retrievable. But the bibliographical control should be of the simplest, otherwise expenditure will mount.

415. Although a depository would not be planned to allow for browsing, accommodation for a few readers should be available. Since the experience of existing depositories, such as the University of London's, is that there is very little demand for reader accommodation the question of accessibility to readers must however be regarded as a secondary one.

416. Present arrangements for storing older, little-used publications are as follows:

- (a) The NLL receives from libraries older books and back runs of journals which industrial and other libraries are willing to pass on, in the knowledge that they will be available if required. One relevant consideration is that the NLL is willing to receive sets of publications in bulk, to sort out in the Library what it wishes to keep and to dispose of unwanted items. This simple procedure encourages donations. The Library also has a scheme for accepting runs of periodicals on deposit provided that they may be loaned.
- (b) The NCL owns, or has on lease, storage accommodation for approximately a million volumes. In general, libraries offering books to the NCL or via the British National Book Centre (a re-distribution agency which is based on the NCL) have to submit cards or lists giving details of the titles offered. The NCL is, however, willing to receive collections in bulk if they appear likely to contain useful material.
- (c) The Scottish Central Library has at present only limited accommodation and is not equipped to store large numbers of books. Nevertheless it

does arrange the storage of unique copies of books which other Scottish libraries are unable to store.

- (d) Under the Inter-Regional Coverage Scheme and the Joint Fiction Reserve Scheme, arrangements for storage exist, whereby older books are transferred to various libraries by category of subject or author.
- (e) Libraries (mainly public libraries) which are in membership of the regional library system also acquire and preserve current British non-fiction books on a basis designed to ensure that all the more significant categories of non-fiction books are available within the region. These schemes include arrangements (observed with varying degrees of thoroughness) for older books to be transferred to libraries having the appropriate subject responsibility. The most highly developed of these schemes is that of the Inner London Boroughs whose 'Metropolitan Special Collections' began in 1946. In this scheme very many older books have been re-distributed among the borough libraries. The London Boroughs also have a Joint Fiction Reserve Scheme running parallel to the Inter-Regional Fiction Reserve.

417. Some alleviation of book-storage difficulties can be obtained by the use of some of the existing facilities. The NCL is prepared to accept material from university libraries as gifts, and the NLL as has been stated will accept periodical literature as donations or on deposit. The NLL now receives a continuous flow of gifts of periodicals from other libraries. Most of these donations have been from special libraries, but a small amount has come from university libraries. Generally, however, the latter has been material which had been duplicated in the donor's library.

CONCLUSIONS AND RECOMMENDATIONS

418. Stacks should be accessible (with proper safeguards) to all readers and seating of various types should be available near the books (para. 338).

419. Carrels should be allocated to postgraduates and staff and, in order to make maximum use of space, librarians should ensure that they are fully used (para. 343).

420. We suggest the use of glass-fronted lockers or glass-topped trolleys for those students who need to retain a collection of books for several days (para. 344).

421. We recommend that facilities should be available in quiet areas for reading microforms, rare and valuable material, and a special room for such items as unbound parts of periodicals, newspapers and official documents (paras. 345-347).

422. We suggest the provision of rooms in a research library for the use of teams engaged on work in collaboration (para. 348).

423. Sound-proof rooms should be available for listening to records and tapes, and for using dictaphones and typewriters (para. 349).

424. If audio-visual aids are to be used, wiring should be provided in those areas of the library where they are to be installed. Wiring provision and accom-

modation will also be necessary for data-processing equipment and terminals (para. 350).

425. We recommend the provision of seminar rooms within a research library (para. 351).

426. Unless facilities are available immediately adjacent to the library, we suggest that consideration be given to the provision of various ancillary services such as a coffee room and snack bar, a smoking area and some telephone booths (para. 352).

427. In planning library accommodation, we recommend that careful attention be given to the space required by library staff of all types, bearing in mind that any increase in library services will entail additional staff provision. Separate areas will be required by the different categories of staff, some of whom will require space in reading areas. Separate ancillary services for staff will also be required (paras. 353 and 354).

428. Except in areas where the air is almost completely free from dirt, full air-conditioning plant should be installed. Even in clean areas, all rare and valuable material should be stored in conditioned air (para. 356).

429. We recommend that the UGC should nominate a panel of library building consultants to advise on all new library buildings or any substantial extension of existing buildings. The fees of the consultant should be included in the building costs (para. 357).

430. We support the views put forward for the maintenance or establishment of libraries in departments and regard such libraries as recognised features of the academic library system. This support, however, is given subject to the provisos listed in the five following recommendations, which refer to all universities excluding those of Oxford, Cambridge and London (para. 396).

431. Except possibly for class libraries, all libraries in the university should be under the jurisdiction of the library committee or similar library authority which will be responsible for their organisation and the regulations for their operation (para. 396).

432. A union catalogue of the holdings of all the libraries in a university is essential and, where it does not exist, should be compiled as soon as possible (para. 396).

433. In general, no library outside the central library should contain items which are unique in the university unless it is large enough to justify the appointment of library staff adequate to offer services of the standard of the central library, including extended hours of opening (para. 396).

434. Libraries not covered by para. 433 above should, in general, contain only duplicates of books and periodicals in the central library (para. 396).

435. No library should be set up outside the central library unless there are sufficient funds to support both the initial purchase of its stock and its continued maintenance; it should not interfere in any way with the acquisitions policy of the main library. Wherever large departments, at a considerable distance from the main library, necessitate departmental collections of basic and current material for the use of postgraduates and staff, such collections should be included in the

university catalogue, and their acquisition policies discussed with the academic staff concerned (para. 396).

436. In our view, apart from the University of London, there is as yet no university library in this country large enough to need a depository. But some withdrawal will eventually have to be undertaken by university libraries and those librarians who are at present pressed for space might consider the withdrawal of certain categories of material using some of the existing facilities for deposit (paras. 413 and 417).

437. Any material withdrawn must be easily retrievable but bibliographical control must be of the simplest (para. 414).

438. If practicable, some provision for readers should be arranged at any depository (para. 415).

LIBRARY SERVICES

GUIDANCE ON THE USE OF THE UNIVERSITY LIBRARY

A. UNDERGRADUATES

Guidance already available

439. In the questionnaire sent to academic staff a question was asked about existing formal arrangements for instruction in the use of libraries. The replies showed considerable variation in the degree and type of instruction given in different institutions. Several universities arranged conducted tours for undergraduates and these usually took place soon after the beginning of the academic year. Formal instruction was later given in one university by means of lecture courses; in another the practice of giving instruction to undergraduates had been discontinued. Then there were variations in the timing of the guidance given: in one institution this took place at the beginning of the final year; in another at the beginning of the honours year. The returns showed that opinion on the desirability of instruction varied as widely as did practice. At one extreme the opinion expressed was that formal classes on how to use a library would be an insult to the intelligence of the student. Thoughts expressed by others were that an introductory talk was not enough, and there were libraries where instruction took the form of discussions arranged by academic staff with the co-operation of their library colleagues, followed by three-hour practical classes in the library. Still others organised classes which were conducted by library staff and were followed by seminars with small groups of less than a dozen students. In some institutions, instruction in the use of specialist literature was given by departments. In one university library, the value of giving library instruction was recently assessed; as a result of this and with the approval and endorsement of the academic staff, a sub-librarian was appointed for the specific task of giving such guidance and instruction.

Examples of written guidance given in some institutions

440. Some universities which were known to be giving instruction to undergraduates were asked to send us copies of any pamphlets or leaflets which they issued. These could be divided into six categories:

- (a) general introductory leaflets which gave details of the layout of the library and of library services such as the use of catalogues;
- (b) handlists of current periodicals;
- (c) leaflets describing certain categories of publications (e.g. British government publications) and special collections;
- (d) brief guides to the literature of specialist subject fields;
- (e) lists of abstracting and indexing publications; and
- (f) select lists (sometimes with annotations) of books and periodical articles on specific topics, produced at the request of readers and subsequently published.

441. Student opinion has been collected from the NUS evidence, from that provided by the UGC Survey and from those conducted at Southampton, Birmingham and Leeds. The NUS, in their written evidence, said that encouragement in the use of books should be the attitude throughout and that such encouragement was particularly needed by the 'bad' student. The librarian could be of great help if the lecturer was not providing adequate guidance on the books in his subject and, in particular, the library staff should advise students about catalogues, indexes and how to consult books. In their view the technique of using the library should be taught at the beginning of a student's course and a booklet giving guidance should always be available in the library. In their oral evidence, the NUS added that they would particularly welcome joint library staff/student committees. Such committees could consider improved schemes for guidance. They also stressed the desirability of much closer liaison between library and academic staff on student needs in this field.

442. The UGC Survey tried to establish some comparison between students who had received some training in using a library at school and those who had not. It was found that nearly 75 per cent. of all the undergraduates interviewed had used the library at their secondary school for working but only 40 per cent. had actually been taught *how* to use it. There was a slight difference in the extent to which students used university libraries, depending on whether they had received instruction in the use of a library at school: 85 per cent. of those who had received such teaching used university libraries, as opposed to 76 per cent. who had not. When asked about the training they received in university, 39 per cent. of the undergraduates claimed that they had been given no instruction at all. In three universities where instruction was known to be given, 60 per cent., 59 per cent. and 58 per cent. respectively, of the students at these institutions said that they had received none. It was suggested to us by the agency which carried out the UGC Survey that this apparent contradiction might be due to one or all of three causes:

- (i) the lack of compactness as a community of some universities;
- (ii) the voluntary nature of library instruction. The larger and more scattered the university and the more 'detached' the individual student from the university, the less likely he or she would be to undertake voluntary activities arranged by the authorities; and
- (iii) variations in the form of instruction. If printed instructions were sent to every student some guidance, however general its term, would be received by everyone.

443. The proportion of undergraduates who claimed to know of the existence of bibliographical tools in their libraries was as follows: abstracts, 37 per cent.; indexes, 33 per cent.; 'others', 22 per cent. They were then asked whether they had been taught to use such tools. Only 14 per cent. said that they had; 74 per cent. claimed that they had not; and 12 per cent. were in the 'can't say' category. Twice as many students in the humanities and social sciences as in the pure and applied sciences said that they had received instruction in the use of bibliographical tools.

444. 28 per cent. and 22 per cent. respectively of the students interviewed did not know whether their main university libraries had subject and author

catalogues. Of those who did know of their existence, and used them, only 6 per cent. had any difficulty with the former and 4 per cent. with using the latter. The majority of students had learnt to use them either at school or during their first term at university.

445. 41 per cent. of the students had never heard of the inter-library loan service. Of the 59 per cent. who had heard of it, only 21 per cent. had ever used it, with the following differences in faculty: arts 27 per cent.; social studies 25 per cent.; pure science 15 per cent.; applied science 19 per cent. As might be expected, use increased by course year, but of the students who had no knowledge of the existence of the service, as high a percentage as 28 per cent. were in their fourth year.

446. When undergraduates were asked whether their main libraries had some books not on open access but which could be obtained on request, 58 per cent. replied that such a facility was available. They were then asked how often, if at all, they asked for such a book and the following table shows the replies:

very often:	2 per cent.
fairly often:	6 per cent.
rarely:	18 per cent.
never:	32 per cent.

447. The majority of the 61 per cent. receiving instruction had found it to be useful and were divided as follows; useful, 37 per cent.; not very useful, 18 per cent.; can't say, 6 per cent. The main reasons for not finding it useful fell into the following categories:

- information was too obvious or too general;
- needed more practical experience of the library in order to understand the system;
- too little help on how to find books; and
- too much detail all at once.

448. Students were asked whether they had any suggestions as to how the library might be made easier to use. Of those who made suggestions, 34 per cent. made one or other of the following:

- clearer labelling;
- better sign-posting;
- more instruction; and
- simpler classification.

449. An analysis in the *Birmingham Survey* of failures to find specific items showed that, in the case of undergraduates, 74 per cent. of the items were in the Library's catalogue, 53 per cent. (approx.) of which were available, with the remainder on loan. (In the case of graduates, 60 per cent. were found to be in the Library's catalogue, 72 per cent. (approx.) of which were available on the shelves.) Among undergraduates 71 per cent. of those who had tried to locate references on a topic had been satisfied, whilst the proportion among graduates was slightly lower: 61 per cent.

450. The 1965 *Southampton Survey* tried to assess whether the changes introduced since the 1962 Survey had been of value. Introductory tours, superseded

in 1964 by illustrated lectures, had been aimed at helping new students to find their way around the Library and to understand the borrowing arrangements. In 1962/63, seminars on library use had been introduced for students in the humanities and social sciences. These had been gradually extended from a tentative beginning to cover an increased proportion of students each year. Although the results at Southampton were inconclusive, it was felt that the seminar experiment was worth continuing. The inexperience of library staff in holding seminars would clearly correct itself in time and a more important factor seemed to be their timing. Seminars at Southampton had been held in the first term of the first academic year and it was thought that if they were held in the second year, the students would be better able to state their needs, and the relevance of the instruction given could be more accurately assessed. Lecturers could be asked to attend and suggest improvements. If it could be shown that the seminar system could be refined to the point where seminars were directly tackling the known reference difficulties of the student, their value would no longer be in question.

451. On the timing of the instruction, it is perhaps of interest to note that of the (61 per cent.) students who claimed during the UGC Survey to have had instruction, the timing was as follows:

in the first two weeks	— 55 per cent.
later in the first term	— 3 per cent.
in the second term	— 2 per cent.
can't remember	— 1 per cent.

B. GRADUATES

452. The returns to our questionnaire to academic staff showed that, where formal courses existed for undergraduates, these could also be attended by graduates. Many members of staff in all disciplines said that tutors gave guidance to their own research students and that personal guidance was also given by members of library staff. In some universities, formal classes for graduates were being instituted, and in one college of advanced technology there was a six-lecture course for research students, which covered library procedure, information retrieval, catalogues, sources and a film of the work of the NLL.

453. Reference has already been made in paragraph 449 to the graduates at Birmingham who had tried to locate references in the Library and failed. A sample of 92 users who failed to find a specific item were asked what action they had taken to locate it. Only 58 (64 per cent.) had consulted one of the Library catalogues and of these 23 had failed to find entries that were in fact there. The other 34 did not even consult the catalogue although half of them would have found the items they were looking for if they had.

454. The same 92 users were then asked what future action they would take, and the following replies were received:

inter-library loan	23 = 25 per cent.
try shelf later	22 = 24 per cent.
try outside source	12 = 13 per cent.
try department	10 = 11 per cent.
ask library to reserve	6 = 6.5 per cent.
ask another borrower	6 = 6.5 per cent.
no action	10 = 11 per cent.
did not know	3 = 3 per cent.

455. The search methods of 113 who visited the Library to locate references on a topic were investigated with the following results:

consulted shelves first	81 = 72 per cent.
consulted subject catalogues	11 = 10 per cent.
consulted author catalogue	9 = 8 per cent.
consulted bibliographical reference tool	32 = 28 per cent.
asked library staff	3 = 3 per cent.

Of the 113 graduates, 94 (83 per cent.) looked in one source only, and 65 of these (58 per cent.) did nothing but consult the shelves.

456. It will be evident from these figures, which are not thought to be unusual, that the amount of instruction in the use of the library given to graduates is inadequate. The survey showed fairly clearly that many readers who did not find the item they were looking for on the shelves immediately were not able or prepared to do anything more. In searching for information too, they had little idea of the extent of the resources from which they might extract the information they required.

457. The implementation of the recommendations we make for the instruction of undergraduates in library use will give them a knowledge of the working of their own library which will stand them in good stead if they proceed to undertake research. Beyond this basic knowledge they will often need further formal classes or seminars in the use of library materials, bibliographies, literature guides, and services such as photocopying. A member of the library staff may well give instruction in the uses of analytical bibliography to literary students, or in palaeography to students of history. Of special importance in the humanities and social sciences is a knowledge of the printed and manuscript collections held by other libraries. In addition to the advice and guidance given by supervisors we believe that students on commencing research would greatly benefit in many cases by a discussion of their programmes of work with a member of the library staff, who could tell them of the practical steps to take to find literature that was likely to be relevant to their enquiries.

Summary of library services required to give adequate guidance

458. It is clear that there is widespread ignorance among students about the use of bibliographical tools, of closed access material, and about the existence of the inter-library loan service. It is evident also from all the evidence submitted to us that the amount and nature of instruction given varies greatly between institutions.

459. We recommend that preliminary instruction should consist of general guidance on the lay-out of the library whether by means of conducted tours, booklets, films, or film-strip. Regulations and some guidance on library procedures would also be introduced at this stage.

460. This introduction must however be followed by guidance on the literature in the student's subject, with specific instruction in the use of bibliographical tools. The timing of this instruction, which should include seminars and lectures on the library needs of students, should be given careful consideration in

individual institutions. In our view, the beginning of the first academic year would not be a good time. We appreciate that such instruction would involve considerable additional work for library staff, and financial provision should be made available for the engagement of additional staff to carry out these teaching duties.

461. It is clear that guidance for graduates and research students of the sort we have proposed demands senior library staff of high ability and whose subject interests cover a wide range. It is further clear that extra staff will be needed to share the consequent burdens. We recommend that libraries should be adequately staffed to provide instruction and guidance to graduates and research students in the use of libraries and on bibliographical resources generally.

OPENING HOURS AND VACATION SERVICES

Opening hours

462. There is a marked lack of standardisation and lack of agreement on the hours during which a university library should remain open. Hours vary from one institution to another, depending on demand and the adequacy of staff. Many university libraries are already open from 9 a.m. to 9 p.m. on week days and some have arrangements for later closing and weekend services. In their evidence to us, the NUS claimed that if a library were open 'at all times', and had enough reading space, the need to lend books would be greatly reduced. In their view therefore it was 'better to provide a reading space, keep the library open at all times and hold most books on reference, than to run a lending library which is usually closed'. The students' unions of some universities had suggested 9 a.m.-10 p.m. Monday to Saturday, with afternoon opening on Sunday. Many science students were unable to use the library in the daytime and were entirely dependent on evening opening. The Students' Union at Manchester University argued that students were reluctant to use the Library in the evening because they had to interrupt their work at 8.15 p.m. preparatory to the closing of the Library at 8.30 p.m.⁽¹⁾ Their answer to staff difficulties was that the Library should be closed for lending purposes at an agreed hour but should remain open much later for reference purposes only, and supervised, if necessary, by graduate students. There were several references to arrangements at Hull University where a reading room is provided for use by the students when the Library is closed. This is, however, simply a reading room and contains no books. (Hull University Library hours are 9 a.m.-10 p.m. Monday to Friday and 9 a.m.-1 p.m. Saturday.)

463. The Librarians of the New Universities pointed out that hours were usually settled according to whether average attendance at unusual hours would justify the cost of lighting, heating and supervision. A large centre of population might supply a sufficient demand but there was some difficulty in small towns and country campuses in finding staff for unusual hours. One Librarian, operating in such an environment, had however maintained twelve-hour opening on weekdays in addition to Saturday and Sunday opening (nine to five and two to seven, respectively). He had found this to be worthwhile, even in the first year, and had introduced a shifting two-day weekend which was not disliked by his staff.

⁽¹⁾This Library has extended its closing hour to 9.30 p.m. since the NUS evidence was given.

464. It was interesting to see from our student survey that students were sometimes unaware of the library opening hours at their own university. In the University of Sussex, for instance, the Library is open on Sundays during term but 23 per cent. of the students interviewed were not aware of this.

465. It is clear that the hours of library opening must vary according to a number of factors such as demand, availability of other library facilities in the area, extent of provision of halls of residence and the reading accommodation available in them, suitability of lodgings, economy in terms of staff time, and heating and lighting provision. Our recommendation can therefore only be in general terms—that each university library should meet its demand as far as is practically possible and should consider seriously whether libraries should not extend their evening and weekend hours.

Vacation services

466. The Hale Committee on University Teaching Methods undertook as part of its enquiries a statistical survey in which a sample of about 2,000 students of second and later years were questioned, by interview, on the use which they had made of the long vacation of 1961 for the purpose of their studies. Two questions in particular were asked about reading and libraries:

‘Did you receive any advice before the vacation from any of your teachers as to books on your course to be read, or other work to be done, during the vacation?’ and

‘Were the books which you were able to obtain for vacation study, whether by borrowing or purchase, sufficient for your needs?’.

467. 58 per cent. of the students completing returns said that they had received advice. There were differences between subjects. Of those studying social studies and arts, 71 per cent. had received such advice; the percentages of those studying pure and applied science were 47 and 31 respectively. In a questionnaire completed for the same Committee by a sample of 2,017 university teachers, 68 per cent. had said ‘yes’ to the question ‘Are your students given a programme of reading or other work to be done in vacations?’. The difference between this percentage and the 58 per cent. of students who said that they had received advice remained approximately constant between subjects. These results are given in the Interim Report of the Committee on University Teaching Methods, *The use of vacations by students* (1).

468. Further evidence about the use of libraries during vacations was provided by a survey undertaken at the University of Manchester, the results of which are outlined in an article by David R. Bell⁽²⁾. At Manchester, 461 second and third year students in the Faculty of Arts completed a questionnaire distributed by post. The questionnaire divided reading into two groups, Type A and Type B, which were described as follows:

‘Type A: Work carried out in connection with particular courses, e.g. dissertations, essays set for the vacation, reading of set texts for the following year’s courses.

⁽¹⁾HMSO, (1963).

⁽²⁾D. R. Bell, ‘Long Holiday or “Long Vacation”’, *Universities Quarterly*, XVIII (1963–64), pp. 17–39.

Type B: Reading of a general kind carried out on your own initiative to plug gaps in your understanding of a subject, satisfy curiosity, improve your general knowledge: in brief, reading *not demanded* because of commitment to particular courses '.

An attempt was made to discover opinion on the question of provision for guidance of vacation study, and the results were as follows:

Guidance for vacation study

Sufficient guidance for Type A	25 per cent.
Sufficient guidance for Type B	9 per cent.
Insufficient for Type A	23 per cent.
Insufficient for Type B	32 per cent.
Sufficient if asked for A	1 per cent.
Sufficient if asked for B	1 per cent.
Unnecessary for A	1 per cent.
Unnecessary for B	8 per cent.

Mr. Bell commented in his article: 'The quality of the dissatisfaction is to some extent revealed when one considers the suggestions made for improvement by the respondents. 127 students requested a reading list and 37 wanted a reading list more helpful than those generally provided in the prospectus. 94 asked for earlier and more certain knowledge of the following year's work '.

469. To the Hale Committee's question whether the student was able to obtain, by borrowing or purchase, sufficient books for vacation study, 78 per cent. said 'Yes '.

470. In the Manchester Survey 58 per cent. said that they had encountered some difficulty in obtaining books for Type A reading. Over half of these complained of inadequate libraries, both university libraries and local libraries. 5 per cent. mentioned the difficulty of travelling to adequate libraries. 6 per cent. mentioned inadequate bookshops, while 5 per cent. said that books they were supposed to obtain were out of print. The Hale Committee reported that 71 per cent. of Manchester students of non-laboratory subjects said that they were able to get all the books they required, and commented on the Manchester Survey's figure: 'It thus appears that some of those who got the books only did so with difficulty '.

471. Discussion of the use of vacations by students cannot be divorced from consideration of maintenance grants and of home circumstances. The Hale Committee thought it unreasonable to expect more than a small minority of students to embark on a course of serious vacation study without some financial provision. This applied particularly to those whose home circumstances were unfavourable to study, especially if they were out of reach of a university library or of a public library offering satisfactory facilities for reading. It welcomed the new rule in England and Wales which placed a duty on the local education authority to make additional weekly payments to the holder of an award 'if on the recommendation of the academic authorities he undertakes a course of vacation study under their guidance '.

472. The Hale Committee recommended that every student should be questioned at the end of term about the use he proposed to make of the vacation period. When on such occasions reading was advised, it suggested that he could

be questioned about his facilities for reading at home, and hoped that universities would put themselves in a position to make constructive suggestions in cases where such facilities seemed unsatisfactory. These suggestions might include opportunities to take part in courses of vacation study, but without teaching, or occupation of halls of residence, so that university libraries might be used.

473. In general, university libraries allow their own students to borrow books for vacation reading, subject usually to some limit on the number issued to any one borrower. Books borrowed may be subject to recall if required by another reader but most are not returned by their borrowers until the beginning of the next term. University libraries are open in vacations, sometimes with brief closures for stocktaking, but the hours of opening especially in the summer are usually shorter than in term. Almost all are open to students of other universities for reading but not for borrowing. There is at present very little demand for the use of university libraries by students from institutions of higher education other than universities. In the event of such demand university libraries should, whenever practicable, be prepared to admit them.

474. The provision of facilities for reading during vacation will become more important if the present level of vacation reading increases. Not only does additional advice from tutors (given in good time) seem desirable, but a greater awareness on the part of students of the services offered throughout the country by libraries of all sorts. Multiplication of undergraduate books would help although, particularly during the long vacation, there is the problem of the retention of books for several weeks. Postal loans are presently very few and should be increased. The student who lives at some distance from large towns seems *prima facie* to have special need of them. It is the separation of students from libraries which brings the greatest difficulties. If more students remain in residence during vacations in order to use libraries, librarians will have to ensure that at least one copy of most used books is retained on the shelves. They may be requested to open for longer hours, and may find it increasingly difficult to undertake the tasks of reorganisation and maintenance usually reserved for vacations.

475. Students should be encouraged to remain in residence at least during parts of some vacations. Many students come from small homes where there are no facilities for studying even if they had all the books which they needed. Students should be given reading lists for the period of their vacation reading.

476. The UGC survey showed that students make considerable use of public libraries during vacations. It has also been brought to our notice that for some public libraries to obtain a requested book on inter-library loan takes such a long time that, very often by the time it arrives, the student's vacation is over and he has returned to university. It is hoped that when all public libraries have met the statutory recommendations in connection with the Public Libraries and Museums Act, 1964, delay problems in supplying books will be solved. It would nevertheless be of considerable help if students were told well in advance of the books they were required to read during vacations and if they then passed on their requirements to public libraries well before the end of term. In one county at least, students are in fact encouraged to do this and are given information about the county library service at informal meetings, which are held at county library branches and to which new LEA award holders are individually invited.

477. The aim of the university librarian has traditionally been to build up a collection of the best books and periodicals in a wide range of subjects so that they are available when asked for by the student and scholar. Libraries have always been, in this sense, information services, and their catalogues and classification schemes are information guides. In addition to the formal instruction and published guides which some libraries provide, all undertake guidance to readers as an intrinsic part of their service. The reference librarian (a term less commonly used in British libraries than American) or readers' adviser is available to guide students and others in the use of the public catalogue, indexes, bibliographies, and reference books, and to suggest and obtain material relating to their work. He has the combined knowledge and bibliographical skills of his colleagues on the library staff upon which to call. But the emphasis has been on the collection of information rather than on its active dissemination. When help has been given, it has tended to be bibliographical in the sense that sources have been pointed out, rather than factual in the sense of providing actual information. University librarians have been anxious to avoid undertaking work for students which is properly part of their education. At the same time they are inadequately provided with the staff to offer the kind of bibliographical assistance required by, and often expected by, some members of the teaching staff.

478. Information services have been most developed in the research and industrial organisations of science and technology. There the cost of ignorance is greatest, the mass of publications ever-growing, and the subjects broadly speaking lend themselves, because of their dependence on facts, to literature searching by another on behalf of the laboratory scientist or technologist. The information officer or information scientist who collects information and disseminates it to research workers without their first asking for it may also undertake literature searches on request. His duties can involve the evaluation of facts, producing abstract bulletins, preparing surveys and reports, classifying and indexing documents for information retrieval, and perhaps translating.

479. Whereas the information centre or special library normally only embraces a narrow subject field on behalf of a restricted clientele, the university library covers almost the whole field of knowledge for the benefit of readers whose levels of knowledge and enquiry vary greatly. The intensive service provided by some research and industrial information officers would be impossible for university libraries to undertake over the whole range of their interests without a great increase in trained staff. Nor is there sufficient evidence that it is universally wanted. There is, however, an increasing demand for reference and information services from both junior and senior members of universities particularly in science, technology, and the social sciences.

480. We anticipate that the formal instruction which we have recommended for undergraduate and graduate students will enable them to use the library collections more intelligently and may stimulate a demand for increased library services. The library will be seen to want to help, and there will be an increased awareness of the knowledge which librarians inevitably acquire in selecting, classifying, and handling library materials. Any development of information and reference services, however limited, will throw an additional burden on

library staffs, and if, as is forecast, the greatest need will be in science, technology, and the social sciences, graduate librarians trained in these disciplines will have to be recruited.

481. Each university library should do all that it can to ensure that its resources are fully known. The use of data-processing equipment should eventually make it easier for an enquirer to gain information, if it simplifies the use of the catalogue and encourages the production of bibliographies and lists of various kinds. Nevertheless, in a real sense, each enquiry for information will remain unique and unable to be anticipated, and individual attention, and discussion between librarian and enquirer, will still in many cases be necessary.

482. We have mentioned in other connections the desirability of collaboration and close contact between members of the library and of the teaching and research staffs. Such collaboration, we think, might well be utilised for the benefit of an information service. In general, library staff are skilled in the use of bibliographical tools and have special knowledge about the acquisition of books and other documents. Teaching and research staff on the other hand usually know more about a particular subject. We have in mind that members of the teaching staff or of research teams might accept some responsibility for information work within their special fields in collaboration with senior members of the library staff. In the first instance it would be necessary to assess the precise demands for information services, and we would welcome investigation and experiment into the needs of university teachers for such services.

483. The reference and information services of a particular university library cannot be seen in isolation. Outside sources should be utilised, and duplication of effort avoided in the production of book lists and other guides. The task of harnessing the enormous increase in the body of published knowledge is one which rightly continues to command great attention both nationally and internationally. In this country the Office of Scientific and Technical Information has special responsibilities (see para. 309). We are convinced that university libraries, which possess large collections of literature in the traditional homes of research, must play a leading part in any national information plan. Further, the skills and experience of their staffs should make a full contribution. Libraries occupy a central position in the process of communication, and all information services are ultimately based on their methods and materials.

A 'current awareness' service

484. One aspect of a reference and information service deserves special mention. Such is the pace and volume of research in some fields that it is becoming more difficult to keep abreast of new publications and reports. The research worker relies on personal contacts, browsing through current periodicals, attendance at conferences, and on literature guides including abstracts and lists of current periodical articles. Many libraries issue weekly lists of recent accessions and display the items listed on them. Some, in limited fields, circulate contents lists of periodicals. Further, library staff by informal contact bring new publications to the notice of those they know to be interested, but no general library, we believe, has a systematic 'current awareness' system by which all teaching and research staff are kept continuously informed of relevant newly-published work without having to ask. There is a need for the teaching staff to be supplied with information on the most recent publications in their fields and

this is greatest in subjects where recently-published work is of paramount importance, where published abstracting services and literature guides are inadequate and slow to appear, and where articles in peripheral fields, likely to be published in scattered journals, have frequent relevance. We understand that some university departments have been able to appoint assistants (often with the aid of research grants) to undertake this kind of work in connection with a particular project and even for the department as a whole. A few research institutions which offer this kind of service to their own staff are prepared to make it available, in the form of cards and lists of periodicals titles, to libraries and to other institutions. It is evident that when these services already exist they should be encouraged to develop and be offered to all those working in the same field and to libraries. It would be uneconomic for every university library to be extracting the same information for its users, but we believe that many of them should be able to develop these services on a co-ordinated basis for the benefit of all library users. The increased use of computers will offer the possibility of such information to be distributed in a machine-readable form.

THE USE OF COPYING TECHNIQUES IN LIBRARIES

485. By copying techniques we refer to the possibility of providing copies of library material in a form other than the conventionally printed book, periodical, pamphlet or manuscript. This takes two main forms, either micro-photography or full-size copying. Though they are both used to provide copies of extant material, these are two quite separate things with different advantages and, for the most part, used for different purposes.

486. The importance of the technical feasibility of providing a copy of any document cannot be overestimated. A library or scholar has the possibility of obtaining exact copies of rare books and manuscripts from collections all over the world. Further, copies can be made of single important articles in learned journals which are required for extended individual use, whether by undergraduates or graduates. The use of copying techniques in libraries is of the greatest significance both for research and teaching. Photographic and similar copies, unlike printed ones, can be made in response to single requests. Yet they can also be reproduced to satisfy multiple demands. They can satisfy temporary, individual needs, yet provide a way of enabling a library to add material permanently to its collections. Commercial organisations have made available in microform considerable quantities of material which it would not be otherwise possible to obtain because of either its rarity or its cost. Beyond this, individual libraries can have copies made of items which they specially want.

Microreproduction

487. Microfilming is now more than a century old, but it is only in the last thirty to forty years that it has been widely used. Since 1945, particularly, there has been a large increase in the use of microfilms, by industrial and commercial organisations, by public authorities and by libraries. There are at present three basic sorts of microform—the microfilm, the microfiche and the microprint. The first is a transparent film in roll form, usually 16 mm. or 35 mm.; the second is a transparent film in flat form of various sizes, the smallest being 5 ins. by 3 ins.; consisting of a number of reduced images, the third, embracing and referred to by such trade names as microcard, microlex, comprises opaque sheets or

cards with reduced images photographed and printed on them. The microfilm was the first to be developed and in what follows, as elsewhere, the term microfilm is often used to describe the other microforms. The opaque forms are seldom used unless more than ten copies are made. All have, of course, one thing in common, namely, the reduction of documents and printed pages to micro-images by photographic methods.

488. The advantages of microphotography, deriving from its two features of reduction in size and lasting quality can be listed briefly as space saving, economy and preservation. Microphotography dramatically reduces the amount of storage space necessary to preserve copies of documents or books. Also because less photographic material is used, the cost of copying is significantly, though less dramatically, reduced than if undertaken by other methods. Additionally, films, if of archival quality, are likely to last longer than originals produced from cheap raw materials, for example, books, periodicals and newspapers issued on cheap paper subject to rapid deterioration. Some doubts remain, however, about the indefinite durability and permanence of film.

489. Libraries have for some time used microfilms to reduce storage space and costs and for the preservation of easily-destructible material. Newspapers, in particular, are now kept in their original form by few libraries but are replaced by microfilm. Many are regularly filmed, notably in the United States. Apart from the acquisition by a library of earlier volumes not already in its possession, it is possible to obtain from commercial sources fairly extensive series of periodicals which are filmed annually as they appear. By this means libraries can store files of periodicals in a fraction of the space occupied by bound volumes of the same material and at a cost which approximates to that of binding them. The cost advantages of microfilming, as opposed to binding and storage of the originals, only apply in most instances if a number of libraries purchase microforms and thus share the cost of their production. (See also para. 400.)

490. Four other advantageous uses of microfilm may be noted. First, it may be used in information retrieval systems. For example, a single frame can be secured to a punched card, the so-called aperture card. A collection of cards can be so punched that, when sorted, cards on a desired topic are thrown up. The microfilm containing the relevant information can then be read or enlarged to full size. Applications of this sort are presently most useful when dealing with a restricted subject field, but graphic storage will become more important as libraries adopt automated techniques. Second, microfilm is a useful means of supplying inter-library loan requests, especially when these are international. A microfiche, for example, can be sent by air mail when to send the book would be much slower as well as more expensive. For rare books and manuscripts it would be impossible. Third, microfilm can be used for original publication of material which it would be too slow or costly to print. The United States Government particularly is issuing in this form reports produced by its scientific agencies. Fourth, unique manuscripts and documents can be microfilmed and the copies stored to prevent total loss through disaster or by the disintegration of the paper on which they are printed. In this connection it should be added that the greatest concern is being expressed in the United States about the disintegration of printed material published on paper which is impermanent and that plans for dealing with the situation are under discussion.

491. The advantages of microcopying are perhaps more evident than its disadvantages. From the user's point of view, the main objection to microfilm is that a reader—usually a desk machine—is necessary to enlarge it to a readable size. It is the unpleasantness associated with microfilm readers that makes microfilm generally unpopular. Most users complain that eye-strain is induced and that prolonged reading is wearisome. The development of an efficient hand-reader would be of the greatest benefit. If microforms could be read as conveniently as the originals, objections to them would largely disappear. Unlike a book, a microfilm cannot be taken off the shelves for a few seconds, its index consulted, or pages flicked through, and then re-shelved. Browsing is an essential use of a library but in a library of microfilms this is immensely difficult, if not impossible. The book is a wonderful instrument which can be used almost anywhere. Further, some works are especially unsuited to microreproduction; those, for example, where reference backwards and forwards to different pages is necessary and those where the high quality of the illustrations is important.

Full-size copying

492. Other photographic and copying techniques share with microphotography the capacity to reproduce accurate copies of printed or written pages. Technical developments in an expanding copying industry have reduced the cost advantage that microfilm formerly had when large photographic prints were its only alternative. Electrostatic copying has been a most important development and it has the additional advantage of producing a copy on ordinary paper. For single copies of short length, especially of periodical articles, copies of the same size as the original produced by new techniques have virtually replaced microfilm. As these can be supplied rapidly and relatively cheaply, it becomes less necessary to lend originals.

493. There has also been in recent years a growing practice to produce photolithographic reprints of books and periodicals which are out of print. The increasing availability of back volumes of periodicals thus reprinted, and their purchase by libraries, reflect the greater convenience of access to material without the intermediary of a microfilm reader. This convenience is considered by librarians and readers to outweigh savings in purchase and storage costs. A photolithographic reprint depends on the sale of many copies whereas a microfilm, given a master negative, costs the same for the second as for later copies.

Copyright

494. Copying raises important questions of copyright. In general, this subsists in printed material for fifty years after the author's death or for fifty years after the first publication, whichever is the longer. In many subjects, therefore, the most used material is in copyright. Section 6(1) of the Copyright Act (Ch. 74, 4 and 5 Eliz. 2) states, however, that 'No fair dealing with a literary, dramatic or musical work for purposes of research or private study shall constitute an infringement of the copyright in the work'. Further, under Section 7 of the Act, libraries not established or conducted for profit are permitted to make and supply a copy of an article in a periodical publication still in copyright provided that:

- (a) the copies in question are supplied only to persons satisfying the librarian, or a person acting on his behalf, that they require them for purposes of research or private study and will not use them for any other purpose;
- (b) no person is furnished under the regulations with two or more copies of the same article;
- (c) no copy extends to more than one article contained in any one publication; and that
- (d) the persons to whom copies are supplied under the regulations are required to pay for them a sum not less than the cost (including a contribution to the general expenses of the library) attributable to their production.

495. Nevertheless we have been informed that many libraries feel unable to meet immediately (and immediacy is often essential) requests made to them for photocopies of printed material even when these are required for research and private study. We understand that two main categories of request are concerned. Firstly, librarians are asked to provide multiple copies of articles in periodicals for instructional use. We have noted that the recent guide to copyright issued by the Society of Authors and the Publishers' Association declares this to be against the Act unless permission is first obtained. Secondly, librarians are generally unwilling to provide copies of substantial parts of out-of-print books without copyright permission. We understand that librarians do not wish to photocopy substantial parts of books known to be in print, since it is usually cheaper to buy the original which is also a better copy.

496. We view with concern the hindrances and delays imposed on teaching and research by this situation. We recognise that the rights of authors and publishers have to be protected, although we believe that scholars are generally content to allow their writings to be made freely available. It is understandable that publishers should neither wish to lose sales of material actually in print nor to prejudice sales of possible future impressions. Nevertheless, the present copyright law imposes severe restrictions on the use that can be made of photocopying by libraries and thereby upon scholars and students who might otherwise be able to take advantage of it. We therefore recommend that consideration be given to the amendment of the copyright law, so that the work of libraries in this field is facilitated and so that restrictions on scholarship are removed as far as possible. This change is basic to all our considerations. Without it, we doubt whether the use of copying techniques can ever develop as they should. As a first step, we suggest that representatives of the main bodies concerned, including the DES, the permanent UGC Sub-Committee on Libraries recommended in paragraph 628, the Library Association, the Publishers' Association, the Society of Authors and SCONUL, should meet to clarify the situation. We are persuaded that the difficulties to be surmounted are not insuperable and think it essential that the hindrances and delays to which we have referred should be prevented.

The provision of suitable equipment in libraries

497. We do not believe that photocopying either in microform or full size offers any cut-price panacea. The conventional library with books in traditional form is still the basic concept of a learned library and we believe that it will so

remain for as long as we can reasonably forecast, although the full advantages of microform remain to be exploited. Because of their value in particular instances such as have already been mentioned, namely the preservation of easily destructible material or the reproduction of rare, inaccessible or bulky items, it seems appropriate that collections of microforms should supplement the conventional library. Large quantities of material are already available for purchase from commercial and private sources. Further, as the needs of scholarship demand, tailor-made collections of additional microforms or other copies may be added to provide specialist and extensive coverage of particular fields. To some extent this concept of the library has already been realised, and the recognition is already there that microforms, in particular, can supplement if not supplant traditional resources. Some libraries are, however, deficient in the readers necessary for the use of microforms and we recommend that in all university and similar libraries the provision of adequate numbers of reading machines should be regarded as an essential step in their initial equipment.

498. University libraries make use of microforms and this use is likely to increase. They not only purchase microcopies of material which they cannot afford to buy or store in traditional form, but they also provide reduced or other copies of books and manuscripts that cannot be borrowed or conveniently consulted in some other way. If access to copies in traditional form can be achieved it is usually preferred to access to microforms. A visit to another library may be possible or the original may be borrowed on inter-library loan. Nevertheless copying techniques fulfil an immensely valuable function and we believe that copying equipment should be acquired by all university libraries at an early stage in their history. We have already referred to the need for providing copies of single important articles in learned journals. These are not only required by research workers. They are also essential in teaching because of the information they contain and because of the desirability of persuading students to consult original material. Every university library should be equipped to provide them quickly. Additionally, it will have further calls on its services as soon as it possesses a collection upon which others may wish to draw. Although the response to requests for copies is almost invariably generous, few libraries have a sufficient range of equipment always to produce a copy by the most suitable method. We recommend therefore that at an early stage all university libraries should be equipped with an adequate range of copying facilities. This, we believe, would make them more effective as disseminators of knowledge.

499. These developments of microforms and other processes have been essentially technological advances initiated within the copying industry. It is to be expected therefore that they will have been developed for commercial reasons and along profitable commercial lines. Indeed the copying industry has been largely created for needs other than those of libraries. Librarians have been the beneficiaries of developments made possible by other interests but, as a corollary, they have suffered because the attentions of manufacturers have not been much directed to their special problems. Many copying machines have been designed for documents rather than for books. The production of high quality enlargements from microfilm remains slow and expensive. There is great scope for development in the manufacture of reading machines, particularly of cheap hand and portable types. A higher-ratio-reduction process for microfilms would significantly increase their value in storage and dissemination on a large scale.

Experiments in this last field continue, but the process is at present too complicated for routine use and difficulties arise in connection with reading equipment. These, and other developments, would undoubtedly be of value to libraries everywhere, not university libraries alone, and it is regrettable that librarians who have in their care the books and manuscripts which are the original material of the copies have not perhaps taken, or had the opportunity of taking, sufficient initiative.

Centralised laboratories

500. In this connection we have considered whether it would be practicable or desirable to establish an independent laboratory able to produce photographic, electrostatic, multilithographed or printed copies at cost price, able to pass on the benefits of producing several copies, able to negotiate the problems of copyright, and able to advise manufacturers about new equipment. Although such a laboratory might be desirable we have been unable to convince ourselves that it is practicable. Failing the establishment of such a laboratory we have turned our attention to the possible benefits to be obtained from co-operation in the use of existing services. There have not, to our knowledge, been any significant co-operative schemes entirely undertaken in library laboratories or by groups of librarians, although suggestions by them have sometimes led to the commercial copying of items in general demand. In this connection we welcome the discussions that are taking place between the Library Association and SCONUL to establish a clearing house for information about out-of-print items. Certainly, librarians need to obtain quickly the cheapest possible copies, to have a greater voice in the development of new techniques and equipment, and to benefit from joint copying programmes and the maintenance of a record of available copies. We believe that it would be possible to expand existing services in a limited number of libraries to provide a co-operative service with these ends in view. We have in mind, particularly, the facilities available at, or that could be provided at the British Museum Library itself and at the Holborn division of its National Reference Library for Science, and at the NLL. We believe that the extension of the photographic services of the British Museum would be particularly desirable, not least because the need for copies of out-of-print monographs in the humanities is pressing, yet not often in sufficient numbers of each title to make their production attractive to a commercial publisher. There are additional possibilities, such as the acquisition by a central university laboratory of particularly expensive items of equipment. It might be necessary for money to be provided from public funds for the establishment and maintenance of such centralised and co-operative library laboratories but this, we believe, would prove to be an advantageous investment in the efficiency of learned libraries in general and of university libraries in particular. We therefore recommend that a selected number of library laboratories be either extended or established with the object of providing a co-operative copying service to all learned libraries. Such laboratories, fully equipped with a whole range of copying machines and filing and storage facilities, would add greatly to the present efficiency and future development for library purposes of copying techniques. (See also para. 116).

Audio-visual aids

501. It has become a commonplace to say that the new media produced by the age of electric technology represent the most significant advance in communication since the invention of printing. Their development is likely to have far-

reaching consequences for libraries. Some already have slide collections, issue educational films, and acquire collections of musical and spoken records and tapes, while most have photographic units and microfilm collections. These services will be increasingly used. The historian of the future, for example, will not only want to look at printed books and manuscripts but also at films and video-tapes as well as listen to recordings.

502. We think that it is unwise to isolate all consideration of the use of new media in teaching and research from that of the long-established medium of the printed word. We anticipate, for example, that in many cases students will want to use books together with audio-visual material. It is further important that possible library applications of new equipment and devices should be kept in mind. We refer later (para. 528) to the possibility of attaining a fully-automated system for libraries by the development of graphic storage, retrieval, and transmission.

503. With the probable use of new media in libraries in mind, we recommend that any university central service unit set up on the lines recommended in the Brynmor Jones Report on *Audio-Visual Aids in Higher Scientific Education*⁽¹⁾ should maintain a close liaison with the university's library. We further recommend that the proposed UGC Sub-Committee on Libraries (para. 628) should discuss matters of common interest with the UGC Sub-Committee on Audio-Visual Aids.

CONCLUSIONS AND RECOMMENDATIONS

504. We recommend that all students should be given preliminary guidance on the lay-out of the library, its regulations and procedures. At a later stage (the exact timing to be given careful consideration in individual institutions) seminars should be held and lectures given on the use of bibliographical tools, guidance on the literature of the student's own subject, etc. (Additional library staff will be required for these teaching duties, and the instruction of students commencing research and that of other post-graduates will require senior staff of high ability) (paras. 457 to 461).

505. Where demand exists for longer opening hours, institutions should investigate the possibilities of extending opening hours in the evenings and at week-ends (para. 465).

506. If there is a demand for university library facilities during vacations by students from other institutions of higher education, universities should be prepared to grant such facilities, whenever practicable (para. 473).

507. Advice on vacation reading should be given by tutors in good time, and the students informed of services available throughout the country in libraries of all sorts (para. 474).

508. Postal loan services from university libraries should be increased, particularly for the benefit of students who live at a distance from large towns with library facilities (para. 474).

509. Students should be encouraged to remain in residence at least during parts of some vacations (para. 475).

(¹) HMSO, (1965).

510. Students should inform any public library they intend to use during vacation of their prescribed reading requirements, well before the end of term (para. 476).

511. The existing situation under the Copyright Act imposes many hindrances and delays on teaching and research. We recommend that consideration be given to amendment of the copyright law so as to facilitate the work of libraries in this field and remove the restrictions imposed on scholarship. We suggest that, as a first step, the DES, the permanent UGC Sub-Committee on Libraries (recommended in paragraph 628), the Library Association, the Publishers' Association, the Society of Authors and SCONUL should meet to clarify the situation (paras. 495 and 496).

512. The use of copying techniques in libraries is of the greatest significance both for research and teaching. We therefore recommend that in all university and similar libraries, the provision of an adequate range of copying facilities and of enough reading machines for material in microform should be regarded as an essential part of their equipment (paras. 497 and 498).

513. We recommend that a selected number of library laboratories be extended or established with the object of providing a co-operative copying service to all learned libraries (para. 500, and see also para. 116).

514. Any university central service unit set up on the lines recommended in the Brynmor Jones Report on Audio-Visual Aids in Higher Scientific Education should maintain the closest liaison with the university's library. The permanent UGC Sub-Committee on Libraries (recommended in para. 628) should discuss matters of common interest with its fellow Sub-Committee on Audio-Visual Aids (para. 503).

LIBRARY TECHNIQUES

515. Libraries are complex institutions demanding developed techniques for their efficient operation. We have not looked in detail at the different ways in which various libraries acquire, catalogue, classify, and prepare books for the shelves and control their use by readers. Our interest in technical processes has stemmed from three main considerations. First, there are the staffing implications and consequent running costs. Second, we have asked ourselves what benefits, if any, might be obtained from shared technical processes especially cataloguing. Third, we have looked at the possible use by libraries of data-processing equipment including computers.

516. We have been made aware of the large amount of professional literature describing and analysing technical processes and of their continuing development. Although librarians as a whole have traditionally kept their techniques under repeated review, we believe that the possibility of adopting mechanical methods presents a special opportunity for librarians to make a thorough-going reappraisal. This appraisal should consider not only means but ends. Moreover the scale of operations in nearly all university libraries is increasing significantly and demanding increased efficiency and new methods.

517. We consider staff separately in Chapter XI. Expenditure by all British universities on salaries and wages is at present approximately equal to the combined expenditure by them on books, periodicals, binding and sundries. Here we are concerned to re-iterate first that library operations should be carried out as efficiently as possible in order to avoid unnecessary wastage of staff time, and second that graduate or professional staff should not normally be asked to perform non-professional tasks.

CENTRALISED OR SHARED SERVICES

518. We have considered whether libraries could avoid duplicative effort and make better use of staff by centralising technical processes and sharing services. Apart from cataloguing, we believe that such centralisation and sharing is ordinarily only to be considered within a particular locality. We do not believe that it is possible to lay down general rules in this matter. The merits and disadvantages of centralisation of services differ according to circumstances. There may be special advantages in some aspects, and we have in mind binding, duplicating and photographic services, the acquisition of foreign publications especially from countries which have less developed book trades, and the preparation of information for a 'current awareness' service. The staffing of small libraries may also present special difficulties. It might be advantageous for a large 'parent' library to provide staff at special times and for special purposes in addition to undertaking work for the smaller libraries. Alternatively, the 'pairing' of small libraries might be arranged to provide a more profitable use of their

staffs. We recommend that individual universities should investigate whether centralised or shared technical services would be beneficial for those libraries administered by them. We think that such investigation should include a consideration of the needs of libraries in other institutions of higher education within the locality. If such centralisation or sharing is shown to be desirable we further recommend that any consequent administrative and financial arrangements should be made by the DES or other appropriate body.

519. We have noticed with interest the establishment and development of binderies in several British university libraries over the past few years. We think that it is not appropriate for us to make any firm recommendation on this matter since circumstances within each university differ widely. If a university library can make use of a reputable commercial binder, preferably but not necessarily situated in the town, who can offer a prompt and economic service, there will be no need for a bindery to be set up in a library. When such a service does not exist there may be a case for a library bindery, which would have a number of advantages—the work to be bound can be consulted at almost any time, bound volumes can be received back from the bindery in a shorter period than is possible from many commercial firms, material required urgently may be dealt with rapidly, valuable items do not need to leave the building and all kinds of work additional to binding can be undertaken. In general, the larger the number of staff employed the more economically they can be organised but, on the other hand, any financial saving may in part be offset by the rise in the cost of staff time necessary for administration. Further, there are considerable difficulties, we understand, in recruiting staff to work in binderies. It is advisable that before taking a final decision, any university considering the establishment of a bindery in the library should consult a university librarian with experience of running his own bindery.

520. We turn now to cataloguing. The increasing cost of maintaining the catalogue has led librarians in recent years to look critically at the principles underlying it and to revise its rules. There has been a general move towards 'simplified' cataloguing, and a readiness to cut out features from entries when these do not seem to justify the cost of their insertion. On the other hand there may be advantages in providing catalogues which answer more questions than they do at present. For example, they do not normally contain title entries for all books, and the subject entries are usually restricted in number. It seems, therefore, that whereas there has been a simplification of catalogues in some respects, there are benefits to be gained from increased complexity in others.

521. Since many university libraries acquire the same titles, it is self-evident that duplicative effort results if each catalogues them only for itself. The advantages of centralised cataloguing have long been recognised in the United States, and the Library of Congress has been selling printed catalogue cards since 1901. It now sells fifty million cards a year. This service has been much less useful to academic libraries partly because of incomplete coverage of foreign items, but mainly because of the delays in the supply of cards for them. The Library of Congress is beginning to put into effect a programme designed to remedy these deficiencies, namely to acquire as far as possible all library material published throughout the world which is of value to scholarship and to provide catalogue information for this material promptly after receipt. A pilot survey is under way to test the feasibility of distributing catalogue data in machine-readable form.

In this country the British National Bibliography, begun in 1950, supplies cards to libraries for British books. These are little used by academic libraries. Shared cataloguing on an international basis is also much under discussion. Thus, it is hoped, American books would be catalogued in Washington, French books in Paris, and English books in London (by the British National Bibliography) on agreed principles, and the catalogue information made speedily available.

522. The benefits of centralised cataloguing to a university library are greatly diminished, and may disappear, if cards or catalogue information are not speedily available for nearly all the books it acquires. We have made recommendations in Chapter VII about a British National Library. We envisage that such a library would take a leading part in developing a centralised cataloguing service, including foreign material, for the benefit of British libraries. We do not, however, wish to minimise the difficulties raised by centralised cataloguing. There is that of combining the new entries with an existing catalogue, which may have been compiled on different principles. Such differences may well persist since different libraries may need varying amounts of information in their catalogues. But we do not believe the difficulties to be insuperable.

523. Apart from cataloguing, libraries usually classify and arrange books according to their subjects. There is little uniformity among universities in the classification schemes which they use, and even when published schemes have been adopted in principle, libraries have amended them to varying degrees. These differences and amendments reflect the variety of views held not only by librarians but also by separate university departments and teachers. There is further a continuing pressure to reclassify material because of changing concepts about the nature of subjects, but reclassification of large collections is expensive. For a number of reasons, centralised classification is more difficult of general acceptance than centralised cataloguing. In part, this explains why few university libraries make use of the cards issued by the Library of Congress or the BNB, although both bodies indicate class marks on their cards.

DATA PROCESSING AND COMPUTERS

524. The rapid development in the last few years of data-processing equipment, including computers, has led to investigation of the ways in which this equipment might help libraries in the solution of some of the problems which face them. Such investigations have been especially vigorous in the United States where greater funds have been available for their conduct. The increasing availability of data-processing machines is making experiment and use more readily possible on this side of the Atlantic.

525. Data-processing equipment can arrange and sort information in machine-readable form so as to reproduce it in a variety of outputs. A user's approach may be by one or more of a series of facets, but libraries have not been able to accept the intellectual and manual efforts of catering for all. If centralised or shared services should be able to reduce the intellectual efforts, the use of data-processing equipment can reduce the manual. Moreover, it is possible mechanically to keep the information up to date and to present it in different formats.

526. The use of data-processing equipment, whilst it enormously increases the output possibilities, demands an analysis of what output is desired before the input procedures are determined. Costs will demand that libraries adopt a

common or compatible code for input if they are to make full use of the possibilities offered by such equipment. This will be a serious problem because of the wide variety of codes presently used by libraries. There is also the problem of converting existing catalogues and records to machine-readable form, and the cost of this is bound to be high. It is likely, however, that these problems may be solved if the proposals for shared cataloguing mentioned above, linked with the use of data processing equipment, are put into operation. Such developments are likely to take place in the national libraries and to be based on close international collaboration and should ultimately ensure a satisfactory degree of uniformity. We recommend, therefore, that the permanent UGC Sub-Committee on Libraries recommended in paragraph 628 should consider what steps should be taken to secure the maximum degree of collaboration in these developments.

527. While we recognise that complete library automation cannot be effective until the catalogue data are in machine-readable form, mechanical methods can be applied to separate processes. They can maintain and control records relating to the acquisition of books and periodicals and to their circulation and issue. There is little evidence about the comparative costs of mechanical and manual methods, but it is clear that below a certain level of operations the latter retain their validity. University librarians should undertake a survey of their manual systems, analyse requirements and estimate costs. We believe that an analysis of systems would itself be beneficial in many libraries, and that any radical change of them should be preceded by the fullest enquiry. We recognise the difficulties of costing in a field where there is more experiment than experience. Universities acquire and operate data-processing equipment and computers for academic and administrative purposes. We recommend that in making decisions about such acquisition and operation, account should be taken of growing library needs.

528. The use of machine-readable records is in its infancy and it is difficult to visualise how it will develop. Retrieval and storage techniques seem likely to transform the format of publication in some fields. In time, the library user may be able to interrogate the computer, at first about the records of documents and eventually about the actual contents of documents. Experiments are already being conducted along these lines, notably in the United States. The report on *Automation and the Library of Congress*⁽²⁾, for example, contemplates first the replacement of the catalogue of that Library by an automated memory of vast capacity. Consultation in its simplest form would be by a keyboard, while enquiries of a more complex nature would probably be conducted through viewing screens, with push-button controls on cathode-ray display tubes. Eventually, it envisages, the collections to which the catalogues refer might themselves be so mechanised through photographic or electronic microreproduction as to place them within the user's electronic control. Telecommunications would permit a network of access consoles with all large libraries in the United States linked in an automated library system. The Report claims that the technical feasibility of all this can be demonstrated in development laboratories.

529. The practical implementation of these possibilities lies in the future. It is, however, clear that university librarians, whose function it is to make it as

⁽²⁾Library of Congress, (1963).

simple as possible for the scholar to find the literature and the information he wants, should concern themselves actively in research and experiment. We recommend that, when government policy of supporting research into the broad field of information retrieval is being considered, the significance of its application to university libraries should be borne in mind.

UNION CATALOGUES

530. In most European countries and in the United States of America, the union catalogue has traditionally been the basis of regional and national inter-library lending. The methods adopted in each country are often very different but basically the purpose of the union catalogue is to record the holdings of all books, periodicals and often other library materials in that country, which libraries are prepared to lend.

531. In Britain the NCL houses and maintains the following union catalogues:

- (a) *the Main Catalogue*, including the Library's own holdings and the growing stock being deposited at Woolwich, plus selective holdings of the stock of co-operating libraries, based partly on records of stock received and partly on records made of the results of applications for loan which were successfully met. This catalogue is arranged alphabetically by author, but there are separate sections, with appropriate sub-divisions, for
 - (i) music;
 - (ii) conference proceedings;
 - (iii) official publications; and
 - (iv) pre-1800 publications, which are recorded both in chronological order and in alphabetical order;
- (b) *the National Union Catalogue* (relatively less useful for locations) which is an index to the regional catalogues;
- (c) *the Slavonic Union Catalogue*;
- (d) *the German War-time Publications Union Catalogue*; and
- (e) *the British Union Catalogue of Periodicals*.

As a rule each Regional Library Bureau maintains its own catalogue of books in the Region and sends a copy of its entry to the NCL where it is included in the National Union Catalogue but with a location reference to the Region and not to the holding library. No catalogue exists in Yorkshire and most catalogues in Regions are imperfect. In the report on the present state of the Main Union Catalogue submitted to us by the Librarian of the NCL it was made clear that universities' holdings were very haphazardly recorded in the Catalogue.

532. In recent reports—for example that of the Hayter Committee on Oriental, Slavonic, East European and African Studies, and that of the Parry Committee on Latin American Studies further specialist union catalogues have been suggested. At the same time it must be recorded that the NLL has operated successfully using its own stock without a catalogue of its own holdings, and has supplemented this by drawing on the stock of the Science Museum Library.

533. Some comment is therefore necessary on the validity of the use of union catalogues for the future since they are highly expensive to develop and to continue. In fact, it is often as cheap to buy a copy of appropriate current publications as to record locations. The only feasible method for the future compilation

of union catalogues would normally appear to be the assembly of entries in machine-readable form.

534. First, perhaps a clear distinction should be made between general and specialised union catalogues. In the former, all types of library material may be entered, recording the holdings of a variety of libraries: the catalogues at Regional Library Bureaux and the National Union Catalogue are of this type, although they are in practice confined mainly to adult non-fiction material. Specialised union catalogues are of several types of which the commonest are those distinguished (a) by the form of the material, (b) by the content, (c) by the language (or country of origin) or (d) by the date.

- (a) *Form*. Perhaps the most important example of this type in Britain is BUCOP and its supplements. Maps, music, microfilms, manuscripts, etc., may also be treated in this manner.
- (b) *Content*. This type is not usual in Britain but medical, technological and other similar catalogues are to be found in many European countries.
- (c) *Language*. The Slavonic Union Catalogue is perhaps the most typical of this kind of union catalogue although it would be difficult to distinguish it from a catalogue which might have been based on the principle of the country of origin. Catalogues of Oriental books are of the same class.
- (d) *Date*. It is common practice in a number of countries to separate the older literature from the modern and it has been advocated that the natural extension of this method by which, for example, a new catalogue might be started every twenty years is the most economical of time and effort.

535. In our view there is room in this country for the development of specialised union catalogues of all these types. BUCOP is of the greatest importance to libraries for the identification of titles and for locating copies to consult or to borrow. Further catalogues of this kind—for newspapers for example—need to be compiled and published as a matter of urgency. Catalogues established for books from a particular area or in special languages are also invaluable for scholars, primarily to aid inter-library lending, although they are also of course useful to provide locations even of material which cannot be borrowed. For this latter reason the stocks of large libraries, particularly the copyright libraries, should be included in such catalogues. We believe that, as a result of representations made to the DES, some financial assistance was recently given to the NCL to help deal with the back-log of entries to be incorporated in the Slavonic Union Catalogue. A great deal of work has still to be done on the Catalogue and we recommend that the Catalogue should be brought up to date as soon as possible and maintained in as complete a state as may be practicable.

536. Special union catalogues in Great Britain have in the past been housed in the NCL and, provided that staff are available in that Library qualified in the relevant languages, they are in general best retained there. For this reason we would wish to vary the suggestion of the Parry Committee on Latin American Studies that a union catalogue of Latin American materials should be compiled and kept at the British Museum, to admit of housing the new catalogue in the NCL. (We understand that it would be possible for the NCL to provide direct access to scholars.) On the other hand there are obviously good reasons linked

with the scarcity of language expertise for the new union catalogue of Oriental books established at the School of Oriental and African Studies to be maintained there.

537. It is recognised, however, that it is an extremely expensive operation to assemble and maintain a parallel set of catalogue entries in a different arrangement if this has to be done manually. This confirms the view already expressed that the assembly of entries in machine-readable form is the only feasible method. This method has the added advantage (if this is seen to be economically justifiable) of enabling lists of books in a special subject area to be printed off and reproduced so that they can be made available in individual research centres.

538. With regard to dividing the union catalogue by periods according to date of publication, the following statistical results obtained in the Survey of Loan Requests undertaken by the NCL January-June 1964 are relevant:

<i>Period</i>	<i>Applications Received</i>	
	<i>Total</i>	<i>University Libraries</i>
To 1799	482	167
1800—1849	1,402	389
1850—1899	4,165	1,105
1900—1909	2,164	551
1910—1919	2,350	606
1920—1929	4,289	1,016
1930—1939	6,114	1,487
1940—1949	6,411	1,579
1950—1959	13,636	3,761
1960—1964	11,358	3,099
Not date	1,551	198
TOTAL	53,922	13,958

It will be noted that only 1,551 items (2.9 per cent. of the total applications) were undated, so that a very small number would need to be checked against several files if the catalogue were divided. It might therefore be worth beginning a new sequence of the union catalogue every ten years.

539. It has already been pointed out that a full union catalogue of the holdings of all types of books and other material of all libraries in the country can produce a heterogeneous collection of enormous size, of entries on which it is almost impossible to impose strict bibliographical control. In the Committee's opinion some control is desirable both at the acquisitions stage and in the selection of categories of items to be included in the catalogue. The acquisitions aspect of this matter is dealt with elsewhere in this Report. Mention has also been made of the benefits which might result from the listing in union catalogues of selected categories only. At the same time it would be worth investigating the viability of recording the holdings of only a few large libraries, apart from material included in the special union catalogues.

540. Certainly the National Union Catalogue of regional holdings and the NCL's Main Catalogue have no great significance as a record of university library holdings. In a report submitted to us by the Librarian of the NCL, he

made it clear that the holdings of university libraries were very incompletely recorded in the Catalogue. In September 1965 only a small number of the smallest libraries was fully represented, none of the larger libraries which lend were more than fractionally represented and, even of the entries submitted in recent years, a large proportion had not been incorporated into the Catalogue, because the entries were not submitted in card form: for example 127,500 from University College, London; 114,000 from London University; 70,000 from Edinburgh University; 67,000 from the University College of South Wales and Monmouthshire and 65,000 from Liverpool University.

541. It will be evident therefore that, if it were decided that university libraries should be treated separately in the compilation of the National Union Catalogue, no great wastage of work so far carried out will result. Similarly, if a new system is devised to replace the Catalogue, it may not be difficult to start by recording anew the holdings of university libraries.

542. The value of the union catalogues at the NCL is not as great as is sometimes supposed. The NCL Survey showed that only 62 per cent. of the items for which there were locations were available from the first location, (of which 13 per cent. came from the NCL's own stock) and that, in all, only 47 per cent. of the items requested were found from known locations, other than the Library's own stock.

543. The NCL has represented to us the need for a detailed investigation of the desirable development of the Union Catalogue, of the methods by which the development could be achieved and of the cost involved. We are of the opinion that an investigation should be undertaken by an organisation independent of the NCL, to investigate the value of its union catalogues and to assess the advantages of other methods of recording material, which may replace the existing system.

CONCLUSIONS AND RECOMMENDATIONS

544. We recommend that individual universities should investigate whether centralised or shared technical services would be beneficial for those libraries administered by them. We think that such investigation should include a consideration of the needs of libraries in other institutions of higher education within the locality. If such centralisation or sharing is shown to be desirable we further recommend that any consequent administrative and financial arrangements should be made by the DES or other appropriate body (para. 518).

545. The permanent UGC Sub-Committee on Libraries (recommended in paragraph 628) should consider what steps should be taken to secure the maximum degree of collaboration in the development of a common code for library records (para. 526).

546. Account should be taken by universities of growing library needs when they make decisions about the acquisition and operation of data-processing equipment and computers (para. 527).

547. When government policy of supporting research into the broad field of information retrieval is being considered the significance of its application to university libraries should be borne in mind (para. 529).

548. Specialised union catalogues of several types should be developed (para. 535).

549. Catalogues of books from particular areas and of those in special languages should include the stocks of large libraries and particularly those of copyright libraries (para. 535).

550. The Slavonic Union Catalogue of the NCL should be brought up to date as soon as possible, and maintained in as complete a state as may be practicable (para. 535).

551. Provided that staff qualified in the relevant languages are available, special union catalogues, including that of Latin American materials, should continue to be housed at the NCL. The only exception should be the new union catalogue of Oriental books which should continue to be maintained at the School of Oriental and African Studies (para. 536).

552. We recommend that an independent organisation should investigate the value of the NCL's union catalogues and assess the advantages of alternative methods of recording material (para. 543). If the full union catalogue is to be retained, some control is desirable both at the acquisitions stage and in the selection of categories of items (para. 539).

Chapter XI

ADMINISTRATION AND STAFFING

THE LIBRARY IN THE UNIVERSITY

553. In most universities in this country the place of the library within the general administrative arrangements for the university is reasonably clear, although it may not in fact be specifically stated in the Ordinances of the university. It is usually only incidentally mentioned as an inference from the appointment of a librarian who is often included with other university officers as an appointee of the university Council on the advice of Senate. In practice at the present day the library is administered by the librarian, who is the principal executive officer, with a library committee which may play a role somewhere between an advisory and an executive one depending in part on the personal quality of the librarian and in part also on the tradition of the university.

554. The university library committee (with a variety of names) is most commonly a Senate committee, although in a few universities it is a joint committee of Senate and Council. It may be composed largely of representatives of the faculties (and often appointed by them), with *ex officio* membership of the Vice-Chancellor, his deputy and some other officer of the university—the treasurer, bursar, secretary or registrar—who may be invited to attend only. The Vice-Chancellor is usually the chairman and the librarian or the registrar is the secretary of the committee.

555. The normal administrative procedure for the committee is that matters affecting library policy are raised at committee meetings by the librarian and other members of the library committee and recommendations and reports arising from committee decisions are sent to Senate or to certain Council committees, for example, on staffing, finance or buildings. If the proposals are approved by Senate or by the committees of Council they are then passed to Council for ratification. Alternatively library affairs raised in Senate or in faculties are referred to the library committee for consideration.

556. We have no comment to make on existing arrangements, since each university will organise the library and its administration to suit its own circumstances. It is evident that the increasing complexity of university libraries has necessitated the appointment of professional staff with special qualifications who are responsible for the administration of the library in accordance with policies worked out by academic staff and library staff in co-operation.

557. Sub-committees set up by the library committee to consider special problems, or joint committees with the university Council on the planning of new library buildings, should of course always include the librarian in their membership.

558. A feature of university administration over the past few years has been the increasing attention paid to the manner in which the views of students on matters of concern to them may be fairly taken into account. We believe that

library committees have made various arrangements to this end, so that, for example, the students' representatives meet the chairman of the library committee and the librarian before each meeting of the library committee to discuss matters of common interest: the chairman may then report to the committee any suggestions made by the students or views expressed by them on items to be considered at the meeting. If the students' representatives are appointed by the students' union it is essential that they should include someone to express post-graduate student views. We welcome the introduction of arrangements, whether formal or informal, by which the student body will be consulted about changes in library policy which affect student use of the library, and which also enable the student body to express views on library matters, which will receive careful consideration.

559. In our discussions on the relationship of the library to the general university administration we have given some thought to the manner in which funds are allocated for library purposes. We considered a proposal that university libraries should receive their grants as ear-marked allocations from the UGC in order to ensure a greater measure of equality in the proportion of total expenditure which universities spend on their libraries. It was suggested that the present inequality resulted from the fact that the division of additional university funds was usually the responsibility of university committees on which the library would not be represented in its own right. We decided, however, that we could not accept the proposal, as it would interfere with a university's ability to administer its finances in relation to its needs.

LIBRARY STAFF

Composition

560. British university libraries normally have four or five grades of staff, the graduate grade, the professionally-qualified non-graduate grade, the professionally-unqualified non-graduate grade, secretarial and clerical grade and the technicians' grade. Cleaners, porters and maintenance staff are not included in these categories.

561. The graduate grade is divided into several sections by salary scales—librarian, deputy librarian and assistant librarians; the last is often also divided into two scales, or entry to the grade is dependent on a satisfactory probationary period of three years. In some universities these scales are equated with the academic staff salary scales, and the assistant librarian scale is exactly comparable to the lecturers' scale. In others there is still need for improvement, and we consider that these scales should be equated in all institutions when the qualifications of the staff concerned are comparable with those of their academic colleagues.

562. The graduate staff, therefore, have equal status with the academic staff. The librarian, except in Scottish universities, is normally a member of the Senate, and in a few universities is also a member of the Boards of Faculties. As long ago as 1921 the UGC said 'we are of the opinion that the Librarian should be an officer of professorial status and emolument and an *ex officio* member of the Senate, with the right of attending meetings of all Faculties': this was reiterated in the Report published in 1925. The first half of this recommendation has generally been implemented but the second half, attendance at faculty meetings, has only been acted upon in a very few universities. We would

wish to re-state the opinion expressed above, although it may not now be practicable for the librarian to attend all faculty meetings. It may be more appropriate for certain members of his staff, expert in fields included within the faculty, to attend meetings on his behalf. Whatever method may be adopted to enable the librarian to be in touch with the faculties, it is essential that he should be kept fully informed of plans for the development of new fields for teaching and research, the establishment of research projects and, above all, proposals for new buildings which may affect library policy. To this end therefore he should be present at or represented at all university meetings where these are discussed. In our view this is especially true for meetings at which the annual financial allocations are decided. We further believe that senior library staff should be generally eligible for election or to serve on university committees including Senate on the same terms as teaching staff.

563. University librarians are increasingly making use of professionally-qualified non-graduates who are usually particularly well-equipped to undertake some of the duties which had previously been carried out by graduates. As a result it has been possible to free highly-qualified graduates to assume other responsibilities. We should point out here that the salaries and conditions of professionally-qualified non-graduates must correspond with those offered in public or government libraries to attract good candidates for these posts. The professionally-unqualified non-graduate staff will include young trainees obtaining experience in library procedure before attending library schools.

Qualifications and training

564. The basic formal qualifications required of these categories of staff are evident from their descriptions but some comment is necessary on the facilities for training. It has been represented to us that special subject and language qualifications are of more importance in an initial appointment than professional qualifications, and we return to this matter later. Although more candidates for senior posts may in time be available with both special academic and professional qualifications, at present there are many graduates in university libraries without library qualifications, and this situation may continue for some time. There would seem to be a case for offering an alternative method of obtaining a qualification for those who take up posts in libraries without attending a school of librarianship. This could take the form of in-service training at several nominated university and national libraries, supplemented by a series of courses of the type organised by SCONUL, the British Museum and the NLL. In this connection we would refer to Chapter VII to emphasise the importance we attach to the contribution which a British national library could make to a national scheme of in-service library training.

565. Recruitment to the middle grade of the professionally-qualified non-graduate staff member is not at present as difficult as it is for the specialist graduate, but since universities will be competing with public libraries for this class of staff the question of training is a national one. We understand that this and the related problems referred to in the preceding paragraph are being considered by the Library Advisory Councils for England and Wales and we do not therefore wish to comment further on this matter.

566. The majority of the unqualified non-graduates appointed to university library staffs are school-leavers who, after a period of a year or more should be

encouraged to attend full-time courses for two years at schools of librarianship. Grants from local education authorities are allowed for this purpose and universities therefore do not have any financial obligations to discharge in relation to this form of training. Some public libraries give to certain junior staff two years' leave on full pay to attend a school of librarianship. This is in order to attract good quality staff and to ensure that, after qualifying, they return to give the library a year or two's service.

567. There are two other situations in which the Committee is of the opinion that universities might consider accepting some financial responsibility if they do not at present. Firstly, one library school is now offering sandwich courses instead of full-time courses, with approximately six months at the school and six months in a library. If members of staff were released for the six months' school period on full pay, libraries might be able to retain the services of good staff: it would, however, be necessary to ensure that the library was sufficiently well-staffed to permit block leave of this type and that the students' practical work was of an educative nature. Secondly, courses are at present under consideration which would lead to a library assistant's certificate for non-professional workers. These will be intended for people who do not aim at professional status but who will benefit from additional training. It is hoped that university librarians will encourage certain members of their staff to attend these courses on a day-release basis, and that universities will undertake to pay the cost of tuition and examination fees.

Staff requirements

568. We have in earlier paragraphs referred to some of the special qualifications required of modern library staff members and also to the needs of library users which can only be met successfully by the appointment of additional staff to provide these extra services. In the period since the last war the most fundamental change in attitude in university libraries has been from the inward-looking conservative method to an outward-looking organisation geared more directly to the needs of readers. As a result, librarians have paid particular attention to the simplification of catalogues and of catalogue rules, to the provision of information and to the establishment of ancillary services designed to assist and save the time of the readers.

569. This change in outlook necessitates the appointment of more highly qualified staff, even though many librarians have made great savings of staff time by reducing many of the basic routines and by delegating to lower grade staff work previously undertaken by senior staff. Libraries are increasingly organising their staffs according to subject divisions on the pattern of the German system of *Fachreferenten*. This requires the appointment of specialists in a variety of subjects who may have responsibility for book-selection and cataloguing, for the supervision of a reading room and its staff, as well as for reader service in a particular subject. This system can be more expensive in terms of staff than earlier methods, but offers the reader the extra and immensely important facility of obtaining the information he requires with a minimum of wasted effort. We believe that even though libraries may not be operated on a subject divisional scheme, staff must be provided to offer reader services of a high standard.

570. It has been represented to us that there is an outstanding need for scientists and social scientists in university libraries for this kind of service.

We are of the opinion that every effort should be made to recruit them into librarianship. Lawyers and medically-qualified staff although they are unlikely to be attracted into the profession, would also be most valuable additions to it.

571. It was also represented to us that readers and correspondents in this country and abroad are making increasingly greater demands on staff in university libraries concerned with collections of early printed books and manuscripts.

572. Elsewhere in the Report we have referred to the importance of providing staff to instruct undergraduate and postgraduate students in the use of the library and of the literature of the subject they are studying. One university, we understand, has appointed a member of the library staff to undertake and organise instruction of this type. Although we are not advocating this as the best administrative method, we recommend that each university should consider as a matter of urgency the most practical solution to the problem of the provision of sufficient staff to offer instruction in library use in all fields (see also Chapter IX *passim*).

573. In the section on automation we have set out the two aspects of the use of computers in libraries. On the one hand mechanised systems can reduce the amount of routine work within a library as well as introducing supplementary services, and on the other they can offer a rapid means of access to wider sources of information than is possible by the traditional printed methods. The application of the former is a local affair, and each library will need to examine its requirements and decide how far it is practicable and economical to change to a new system. The latter, however, is dependent on the availability of sources on a national or international level. From the point of view of library staffing there may be a need for additional staff in the initial stages of planning and programming, especially if the computer centre is unable to help. It must also be remembered that for a time the manual and the mechanised systems may need to be run concurrently and this will be expensive in staff time; further, members of staff will be required to spend time at training courses. We make these points, which may seem self-evident, because it is not always realised that the installation of an automated system cannot be undertaken without some dislocation of existing services unless outside help or additional staff is provided. It should also be mentioned here that in the application of systems like MEDLARS, subject expertise is of the greatest importance in ensuring that enquiries addressed to the computer service are of sufficient complexity to be unlikely to be answered satisfactorily by manual methods.

574. Other staffing problems which have been brought to our notice include those which have arisen largely from the rapid growth of universities over the past few years. With considerable increases in administrative arrangements within the university, librarians are finding a pressing need for their own administrative assistants who may not, and perhaps should not, be professional librarians since they may be expected to deal with internal domestic matters, with the maintenance of buildings, with staff amenities and with finance. The development of services for which readers must pay, for example rapid photocopying, the binding of theses, and inter-library loans in some instances, have resulted in far larger sums of money in cash being handled by the staff of the library than was usual a few years ago. Whilst senior staff will take ultimate

responsibility for these money transactions, clerical assistants in the higher executive grades will be needed to carry out the actual book-keeping.

Staff facilities

575. In paragraphs 561 and 562 we have expressed the view that the graduate members of the senior staff should be given equal status and emoluments with the academic staff. We believe that this should include the various facilities for further training and for research. Firstly, leave should be given for staff to take part in study tours of libraries, especially those organised to tour libraries abroad. They should also be entitled to study-leave whether they are engaged on academic research or on practical library studies. They should be given the opportunity of attending conferences, and receive the same contribution towards their expenses as members of the teaching staff would receive.

CONCLUSIONS AND RECOMMENDATIONS

576. Any sub-committees which are set up by the university library committees to consider special problems, or joint committees with university councils on the planning of new library buildings should always include the librarian in their membership (para. 557).

577. We welcome arrangements whereby the student body is consulted about changes in library policy which affect students and whereby students are enabled to express their views on library matters (para. 558).

578. The salary scales of graduate members of library staffs with comparable qualifications should in all universities be equated with those of academic staff (para. 561).

579. The university librarian should be present or be represented at all university meetings where such matters are discussed as the development of new fields for teaching and research, the establishment of research projects and proposals for new buildings which may affect library policy. Senior library staff should be generally eligible for election to university committees including Senate on the same terms as teaching staff (para. 562).

580. Salaries and conditions of professionally-qualified, non-graduate library staff must correspond with those offered in public or government libraries, in order to attract candidates to the posts (para. 563).

581. We recommend that alternative methods be arranged to enable graduates working in university libraries to acquire professional qualifications. In-service training arrangements could be arranged at several university and national libraries (para. 564).

582. In order to attract and to retain good staff, universities should release unqualified non-graduate staff to attend library school and to attend other courses on a day-release basis and themselves pay the cost of tuition and of examination fees (paras. 566 and 567).

583. We recommend the appointment in university libraries of subject specialists in order to improve reader services. In particular, every effort should be made to recruit scientists and social scientists for this level of service (paras. 569 and 570).

584. Each university should consider as a matter of urgency the most practical solution within its own institution to the problem of the provision of sufficient staff to give instruction on library use in all fields and both to undergraduates and postgraduates (para. 572).

585. The staff implications of library automation should be borne in mind whenever mechanised systems are planned. Subject expertise is of particular importance in the application of computer systems such as MEDLARS (para. 573).

586. As a result of considerable increases in administrative arrangements within universities, administrative assistants to librarians and additional staff in the higher executive grades in university libraries are required (para. 574).

587. Senior library staff should be given the same facilities as academic staff for further training and for research. They should be entitled to study-leave and should be given the same facilities for attending conferences as those received by teaching staff (para. 575).

Chapter XII

FINANCE

588. We have had in mind throughout this Report, on the one hand, that adequate provision for libraries is of central importance to the universities and indeed to the national system of higher education and to the intellectual standing of the nation; on the other hand, that library costs are rising steeply, that no end to this rise can be foreseen, and that the quality of provision in individual institutions and nationally will always depend on the skilful use of financial resources which lag behind the demands made on them.

589. It remains to discuss these financial problems in greater detail. It will be seen that the figures indicate trends and deficiencies quite clearly, but do not permit precise forecasting.

PRESENT COSTS

590. Under our terms of reference, we are concerned only with university libraries, but all our enquiries have shown that in modern conditions these libraries can only be developed effectively and economically as parts of a complex national library system. The British system has been fully described in Chapter I. It is out of the question for us to review the finances of this system as a whole, and we limit ourselves to the figures available for institutions financed through the UGC.

Recurrent expenditure

591. A table which shows total expenditure on university libraries is published annually as Table 14 of the UGC Returns from Universities and University Colleges. The table below shows the position for each year since 1959/60 and the year 1949/50 is given for purposes of comparison. These figures conceal wide variations between institutions. These may be due in part to differences in accounting practice, but in fact the needs and traditions of institutions are not uniform, and the total figures can give only an indication of the scale of the problem.

Cost (£000)	1949/50	1959/60	1960/61	1961/62	1962/63	1963/64	1964/65
	788	2,350	2,625	2,831	3,286	3,947	4,813 ¹
Percentage of total university expenditure (including salaries)	3.7	4.0	3.9	3.8	3.8	3.9	3.9

592. There is clear evidence that the expenditure on books, periodicals and binding, despite rising costs, has remained a steady proportion of total university expenditure for many years. An examination of UGC Returns shows that this expenditure has remained at an approximately constant percentage of 3.8 of

(¹)Excluding colleges of advanced technology, but see Appendix 2.

total university expenditure from 1955/56 to 1964/65. But, the number of bound volumes per student has declined steadily: from 15.4 in 1958/59 to 14.6 in 1963/64.

593. These figures suggest that in real terms increased expenditure is not keeping pace with rising costs. This is particularly disturbing at a time when the numbers of students and staff are increasing. We wish to stress the need for increases in recurrent grants for library purposes which will enable the library to maintain its accessions intake rate despite higher costs, and at the same time will give the library equal opportunities with other sections of the university for developing its services adequately to meet the demands of increased numbers.

Non-recurrent expenditure

594. Each institution must from time to time make non-recurrent grants from its own funds to provide for the special interests of new heads of departments and for subjects newly established in the university. We have heard of grants of this kind varying from £100 to £6,000, made out of the normal provision for the library, and therefore at the expense of other subjects. We believe that this is an unsatisfactory practice and that universities should regard such commitments as inevitable, and should provide adequate funds for them annually in addition to the normal recurrent grant.

595. There is also the problem of special grants made by the UGC for the libraries of new universities. The sum made available to each of the seven new universities (Sussex, East Anglia, York, Essex, Lancaster, Warwick and Kent) for the purchase of their basic book stocks was £175,000. This once-for-all non-recurrent grant will, it has been represented to us, purchase only about 75,000 volumes. Yet in the evidence submitted by the Library Association it was suggested that 'a university with a population target of 3,000 undergraduates, 700 postgraduates and 350 academic staff, and with a curriculum ranging over about 50 subjects, would require a basic library stock of not less than 250,000 volumes'. The same figure was quoted by SCONUL. We believe that this is not an over-estimate and that an initial collection of about 75,000 volumes is inadequate.

596. The colleges of advanced technology and Heriot Watt College (as they then were) pointed out that their library problems were similar to those of the new university libraries, and asked for the same financial treatment. They emphasised that their present holdings of books and periodicals were totally inadequate, and that the situation was aggravated by the constant rise in prices. They also have problems concerning staffing, lack of suitable accommodation and equipment and shortage of ancillary services. They were of the opinion that the broadening and deepening of the spectrum of studies as they achieved university status made it imperative for their libraries to be treated on the same basis as those in universities. In December 1965, the UGC decided to allocate grants to these colleges of advanced technology and to the one central institution in Scotland to enable them to develop their library stocks to about 80,000 volumes each. These sums ranged from £8,000 to £24,000 in 1965/66 and from £11,000 to £24,000 in 1966/67, and have helped considerably to improve the library resources. As in the case of the new universities, 80,000 volumes is not, however, an adequate stock to support a broad range of studies.

597. We support a recommendation made to us that money should be available for the purchase, by all university libraries, of substantial special items in the second-hand market, or from the libraries of distinguished scholars or collectors, and that this money should be available in a special central fund administered by the UGC or by some other appropriate body, and amounting to £100,000 per annum. This fund should be independent of the grant at present administered by the Victoria and Albert Museum.

598. In addition to recurrent binding needs, funds are required for retrospective binding, since, we are informed, in most university libraries this has often been neglected because of the need to use all available money for the purchase of books and journals. Estimates for dealing with the back-log of binding and repair in existing collections vary according to the library from £50,000 to £250,000. We recommend that non-recurrent grants should be made to university libraries to deal with back-logs.

A SUITABLE STANDARD

599. The circumstances of institutions vary greatly, and it may be misleading to propose a single standard of measurement. However we agree with SCONUL (Appendix 8 para. 6) that the following criteria are among those which are important in determining the level of recurrent expenditure:

- the number of subjects and branches of subjects in which teaching and research are carried on in the university;
- the depth of research in each subject and the range of interests among the teaching staff—this is particularly applicable in disciplines where research is carried on by individuals rather than by teams, or where there is a departmental research programme;
- the extent to which the topography of the university necessitates the establishment of outlying subject libraries, which usually involve duplication; and
- special responsibilities, e.g. the existence of substantial special collections, collections of archives and manuscripts, and local responsibilities, for example to hospital authorities, agricultural research and to colleges of education.

600. These criteria permit and require many variations. Nevertheless, we quote, as an indication of the scale of operations, the figures given to us by SCONUL, who presented (Appendix 8, para. 13) the following model annual budget for books, journals, binding and sundries for an established library of 500,000 volumes in a university of 3,000 undergraduates, 1,000 research students and 500 teaching staff:

	£
Books—16,000 vols. p.a. at £2.10.0 per vol.	40,000
Journals—3,000 subscriptions at £7, giving 4,000 vols.	21,000
Multiple copies at £3 per student for 4,000 students	12,000
Binding	15,250
Sundries	9,805
TOTAL	£98,055

Notes:

- (i) These figures allow 25 per cent. of the book fund for binding, 10 per cent. for 'sundries'. Experience shows that these percentages are realistic. The total does not include the cost of any special collections.
- (ii) This book grant assumes a unitary library, with no departmental or branch libraries, nor any amount for 'special responsibilities'.
- (iii) The figures are based on the coverage of major subjects which are not basically affected by larger numbers of staff and students, though the grant would increase with the number of subjects in which teaching and/or research is maintained.
- (iv) Accessions by gifts and exchange and provision for special collections would be additional.
- (v) The figures given refer to prices in June 1965 and will need to be adjusted to present costs (i.e. £107,860 in June, 1966).

601. Similarly, the need for staff varies greatly according to the situation of the institution, as do overhead costs in general. SCONUL's estimate was that the model staffing costs of a library for a university of 3,000 undergraduates, 1,000 postgraduates and 500 academic staff would be about £60,000 (see Appendix 8, para. 24).

602. The figures in the preceding paragraphs are based on SCONUL's original report on financial standards. The supplementary report (Appendix 9, para. 7) points out, however, that these figures were not intended to suggest that there should be a firm ratio between acquisitions costs and staffing costs of 100 : 60. The ratio may show considerable variation depending on the size of the library and the services offered. In view of the developments in services to readers, recommended elsewhere in this Report, the cost of staffing will inevitably be higher than at present and may even be greater than the cost of acquisitions. This accords with the view expressed by SCONUL in their supplementary report—that the ratio between book grant and salaries should be of the order of 50 : 50.

603. These seem to us to be realistic estimates if facilities are to be provided here which are comparable to those which exist in other developed countries. A university of the size described might have a total annual budget of about £3,350,000. Annual library expenditure of £200,000 (on the SCONUL model) would represent approximately 6 per cent. of the total university expenditure.

604. This, though a marked increase on the present average expenditure of 3.8 per cent., is not a large proportion in relation to the significance of the library within the university. The decision on the library budget must be made by each institution for itself in the light of its own circumstances, and central regulation would not be desirable or practicable. We submit these figures not as a firm recommendation but as an indication of the change in their scale of values which universities must accept if their libraries are to be adequately provided for.

Increase of students and staff

605. The 'Robbins' assumption is that there will be 218,300 full-time students in universities during the session 1973-74, an increase of 64,800⁽¹⁾ on the number for 1964-65. There will, in addition, be part-time students, students in colleges of education who will be taking the B.Ed. degree and, to a varying extent in different institutions, responsibility to cater for the needs of these students will fall on university libraries. There will also be students in polytechnics and other institutions of higher education (see para. 64) who may need to call on the resources of neighbouring university libraries. No firm figures are at present available of the numbers of students from colleges of education or polytechnics who will be using university libraries.

606. The eventual total increase in student population must presumably be matched by a corresponding relative increase in staff who will also require library provision for teaching and research. It is inescapable that either library costs must increase in proportion to these numbers or there must be a fall below present standards, which, taking the system as a whole, could not be described as high. It is evident that (having regard to library provision alone) for the same proportionate cost, higher standards would be achieved in large institutions rather than in small ones. Assuming that a large and a small university each allocates a similar proportion of revenue to library provision; assuming that each makes similar provision for the use of the library by first and second-year students; and assuming that the large institution does not accept a spread of subjects much greater than the small one, then the larger university is certain to have a larger sum available to purchase books and periodicals for more advanced work, and to be in a position to provide better library facilities for its staff.

607. This argument for a certain concentration of library resources led us to consider carefully a proposal for basing a scheme of co-operative acquisition on a small number of large libraries which would be prepared to lend. It was the view of the Committee that the concentration of library resources in a few centres would have an adverse effect on the whole field of higher education. It was agreed that co-operation would be essential and that even large universities would not be able to provide adequate service, except within an effective national library system.

Rising costs of goods and services

608. It has been represented to us by SCONUL, (Appendix 8, para. 3) that there is an annual rate of increase in prices of about 10 per cent., though the figures from different libraries have varied from 5 per cent. to as much as 18 per cent. The general trend is indicated also by comparison of the average prices of British books over the past ten years, which rose from 14s. 2½d. in 1954 to 31s. 2d. in the first half of 1966. These figures, taken from half-yearly reviews of publishing statistics in *The Bookseller*, relate to all books issued in this country and do not necessarily reflect the increases in costs of academic works. It is our belief that the percentage increases for books normally acquired by academic libraries are higher than those for all books. This view is borne out by the latest

⁽¹⁾This figure includes the full-time degree-level students in the then colleges of advanced technology and the Heriot-Watt College.

figures for British book production available to us, which separate the non-fiction books from fiction and children's books⁽¹⁾. All adult non-fiction books published from July 1965 to June 1966 inclusive show an average price increase over the previous year's figures of 17.7 per cent. The detailed figures are as follows:

	<i>per cent.</i>
General works and bibliography	17.4
Philosophy and psychology	58.5
Religion	5.8
Social sciences	16.3
Languages	101.8
Science	10.7
Technology	11.5
Fine arts and recreations	10.7
Literature	9.3
History and biography	15.0

These are very significant figures, which emphasise the difficulties which face libraries in attempting to keep pace with increased demands for books and for services when their funds are rapidly losing their purchasing power.

609. Although it is difficult to estimate changes in the cost of subscriptions to periodicals, some figures for increases are relevant. According to a formula devised by the Department of Economics at Leeds University, the average increase over a number of years has been shown to be 4.2 per cent. for each six monthly period. This may now be slightly out of date, as the evidence submitted to us suggests that university libraries must budget for an annual rate of not less than 10 per cent., and that in some libraries with a scientific and technological bias, (including medicine), the annual rate of increase may be as high as 15 per cent. These figures are not supported by the statistics given by Mrs. W. I. Veasey⁽²⁾ of B. H. Blackwell Limited. For periodical subscriptions in 1966 she finds the following percentage increases over those for 1965:

	<i>per cent.</i>
Humanities and social sciences	5.6
Medicine	6.9
Science and technology	5.7

Total percentage increase in all subjects 5.8

610. We have already pointed out that it is not easy to obtain figures for periodical price increases which are comparable with one another. Certainly university librarians from their own experience have shown higher percentage increases in cost for the periodicals to which they subscribe. It may be relevant in this context to point out that the UGC figures for library expenditure in 1963-64 show a total expenditure on periodicals of £461,855 with which may be compared the figures for 1964-65 of £590,523, (not including Essex and Lancaster, which are not in the 1963-64 figures). This gives an increased percentage expenditure of nearly 30 per cent., of which it is very unlikely that more than half would represent expenditure on new titles, so that a figure of 10-15 per cent. would not be improbable to represent increases in cost.

⁽¹⁾*Library Association Record*, August 1966, p. 300.

⁽²⁾*Library Association Record*, August 1966, p. 296.

611. It is not possible to budget each year for the increase in costs of binding. The major factor in binding prices is labour, and, although there are cost-of-living bonuses and other additions to wages each year, it is usual for commercial binders to put up their prices at intervals of two years or so. In the period January-July 1965, for example, prices rose by 12·7 per cent. over those for the preceding six months. On an average over the past few years, the increases amount to between 5 per cent. and 8 per cent. annually.

612. The market for academic monographs and periodicals is a peculiar one, and it is not easy to measure price movements in it. But it is our strong impression that prices of such publications have increased more quickly than those of other publications: this is perhaps inevitable in so far as academic purchasers represent a captive market, weakly organised in face of well-organised sellers. The whole matter of book prices came under scrutiny when the 'Net book agreement' was considered by the Restrictive Practices Court, and was not condemned. But the publishing industry has many sections, and its structure is constantly changing; we think it important that some Government body (perhaps the DES, which is indirectly a very large buyer, in consultation with the Board of Trade) should report regularly on the prices of books designed for the academic market.

613. We note with anxiety that library costs (books, periodicals and binding) may rise faster than other university costs, and that the allocation to libraries of a fixed percentage of university revenue may fall behind events and lead to a deterioration of standards.

Rising output

614. There are American and German estimates that the output of scholarly books and periodicals is increasing at the rate of 4½-5 per cent. per annum; and British figures confirm this. This means that the output of scholarly material alone will double in approximately fifteen years; and it is quite possible that the rate of increase will itself be augmented. There is at least as rapid an increase in the output of government publications and in other general material important for teaching and research. Libraries must become continually more costly in order to retain their relative positions in the world of scholarship. The use of photography and of electronic devices may in time reduce the physical burden of storage, but they are not likely to reduce the total cost.

STANDARDS OF FINANCIAL PROVISION

615. In their evidence to us SCOUNL included some suggestions on standards for assessing the correct needs of libraries for financial support. These are included in Appendix 8 to this Report. Whilst we cannot recommend that these proposals should be universally recognised, we believe that they offer some evidence which will assist universities in gauging the effectiveness of their present library provision.

616. We also considered other evidence submitted to us on this subject and draw attention below to the divergences of library provision from university to university, based on expenditure per student or on the number of books available to each student. We also offer for comparison the figures of the seven largest (in terms of stock) university libraries in the United States together with

one, 23rd in size in the U.S.A., with student numbers of the same magnitude as a medium-sized British university:

STUDENT NUMBERS IN RELATION TO LIBRARY EXPENDITURE AND
BOOKSTOCKS

(a) *British university libraries*

	<i>No. of students</i>	<i>Library expenditure</i>	<i>Bookstock in thousands</i>	<i>Approximate expenditure per student</i>	<i>Books per student</i>
		£		£	
Birmingham ..	4,982	109,500	628	22	126
Bristol ..	4,000	86,000	294	22	74
Cambridge ..	9,170	358,000	2,949	39	322
Durham ..	1,914	64,000	274	33	143
Exeter ..	1,855	37,000	144	20	78
Hull ..	2,243	70,500	217	31	97
Keele ..	922	42,500	218	46	236
Leeds ..	6,233	142,500	562	23	90
Leicester ..	1,903	60,500	178	32	94
Liverpool ..	5,114	111,000	473	22	92
London ..	23,955	918,000	3,858	38	161
Manchester ..	5,908	150,500	668	25	113
Newcastle ..	4,402	79,500	307	18	70
Nottingham ..	3,067	87,000	249	28	81
Oxford ..	8,963	486,500	3,080	54	344
Reading ..	1,942	75,500	213	39	110
Sheffield ..	3,890	96,000	302	25	78
Southampton ..	2,094	64,500	192	31	92
Sussex ..	885	46,000	95	52	107
Wales ..	8,261	219,000	830	27	100
Aberdeen ..	2,768	77,000	397	28	143
Edinburgh ..	6,925	186,500	713	27	103
Glasgow ..	6,630	147,500	711	22	107
St. Andrews (and Dundee) ..	3,291	106,000	698	32	212
Total ..	121,317	3,821,000	18,250	—	—
			Average	£31	150

Notes: The figures in the first three columns are taken from the UGC Returns 1963-64 and it must be stressed that those for Oxford and Cambridge are not comparable with those for other universities, since firstly they do not include the statistics of libraries in Colleges and in certain special libraries, and secondly do not take account of the fact that they receive all British publications without charge. For the figure of 3,080,000 volumes at Oxford, for example, should be substituted the complete stock of all libraries, which was 4,668,716: this would give a revised number of volumes per student of over 500.

(b) *Some American university libraries*

<i>Rank order (size of library)</i>	<i>University</i>	<i>No. of students</i>	<i>Library expenditure</i>	<i>Bookstock</i>	<i>Expenditure per student</i>	<i>Books per student</i>
			\$		£ ¹	
1	Harvard ..	13,560	4,285,000	6,931,000	113	511
2	Yale ..	8,220	2,004,000	4,573,000	87	556
3	Illinois ..	31,500	2,592,000	3,526,000	29	112
4	Michigan ..	25,480	2,471,000	3,050,000	35	120
5	Columbia ..	22,280	2,153,000	3,026,000	35	136
6	California (Berkeley)	22,300	3,813,000	2,701,186	61	121
7	Stanford ..	9,520	1,606,000	2,287,332	60	240
23	Brown ..	3,980	707,000	1,171,000	63	294

¹(Note: Using \$2.80 = £1).

617. The latest (1964/65) figure for expenditure on university libraries is £4,813,092 (see Appendix 2, Table 1). There is some evidence that there has been a decline of expenditure on libraries in relation to other expenditure on staff and students. Certainly there has been no provision from revenue to make good the arrears (paras. 591-593). Recurrent grants for libraries should be increased to enable them to meet their responsibilities and develop their services.

618. The non-recurrent grants given to the new universities, the Heriot-Watt College and the colleges of advanced technology have not been adequate to create libraries of university standard (paras. 594-596). Further grants should be made to them.

619. A sum of £100,000 per annum, independent of the fund administered by the Victoria and Albert Museum, should be available to university libraries for the purchase of special collections or expensive items (para. 597).

620. Non-recurrent grants should be made to university libraries to deal with back-logs of binding (para. 598).

621. The annual cost (on the SCONUL model) of library provision in a university of medium size would amount to about 6 per cent. of the budget of such a university. Circumstances vary, and it would be undesirable and impracticable to impose standards centrally; but we believe that this represents a standard below which British university libraries should not be allowed to fall (paras. 603 and 604).

622. Library costs must increase with the rise in student numbers and the consequent increase in the number of academic staff. Other things being equal, libraries in large institutions can provide better service to scholars than those in small ones at the same cost per reader (paras. 605-607).

623. There is some evidence that the cost of scholarly monographs and periodicals (which are sold mainly to academic libraries throughout the world) is rising faster than that of other publications. This deserves further investigation (paras. 608-613).

624. The present trend is for the annual world output of scholarly publications to double in about fifteen years. The trend for certain other categories of publications is similar (para. 614).

625. These two last points indicate that in real terms the cost of maintaining relative standards in university libraries may rise faster than other university costs. Thus an allocation of a fixed share of university revenue to libraries would entail a relative decline in library standards.

SUMMARY OF MAIN RECOMMENDATIONS

626. In the course of our enquiries and deliberations we have been greatly impressed with the need for research into all sorts of library problems. Some attempts at discovering student attitudes to library provision have been made, and these include the surveys conducted at the Universities of Birmingham, Leeds and Southampton, and our own survey. Financial provision was made for two of these, that at Leeds and our own, to be undertaken with professional assistance. The others were conducted by members of the staff of the two Libraries and, in the case of Birmingham, with help from the staff of the NLL. We believe that more such surveys should be undertaken, and repeated, with modifications, at fairly frequent intervals. Each survey should be framed in such a way as to test the value of any changes introduced on the basis of the previous survey (as was the intention in Southampton with its second survey).

627. The adequacy of library holdings in all the various fields of study, to meet the needs of undergraduates, postgraduates and research workers generally, should be carefully examined, and here again an isolated investigation, however illuminating at the time, will not ensure the maintenance of standards. Every university library should subject itself to a periodic scrutiny, and endeavour to make good any defects that may be disclosed.

628. In order to stimulate a continuing interest in the study of library problems we are of the opinion that there should be a standing UGC Sub-Committee on Libraries, whose primary duty would be to keep under constant review the standards and the needs of British university libraries. It would have the status of the existing UGC Sub-Committees, and would collect information on library techniques, in particular, at this stage, on various forms of automation, and make it available, either on request, or possibly in circulated bulletins, to university librarians. It would pay special attention to the development of libraries in new universities. It would have close contacts with the relevant departments of the UGC, one of which has already undertaken a study of library buildings, consult with the libraries section of the DES and with such bodies as SCONUL, and encourage and stimulate schemes of co-operation between libraries. If a fund for assisting university libraries in the purchase of special collections (as suggested in paragraph 597) is established the Sub-Committee could recommend the allocation of grants from it. We envisage the Sub-Committee as a source of advice and information to be consulted freely by universities, but we also hope that it would actively concern itself with the promotion of library standards, by periodic visitations to universities and by initiating surveys of various aspects of library service in collaboration with university librarians and their staff. We, therefore, strongly recommend the establishment of a Libraries Sub-Committee of the UGC.

629. We regard the recommendations that we have made in Chapter VII, for the establishment and functions of a national library in the true sense, to be of

prime importance, both for the proper development of library and information services for universities, and for the country as a whole.

630. CHAPTER II: CO-OPERATION

(a) The entire resources of a geographical area should be regarded as one pool from which each individual library could draw. Co-ordination of the resources of libraries would facilitate the extension of coverage and the reduction of expenditure. University libraries within an area should avoid unnecessary and uneconomic duplication of effort and should investigate the advantages of all forms of co-operation (para. 79).

(b) Public libraries should be enabled to meet their responsibility for the provision of enough competent staff to make fully accessible their collections of material of value to academic research. Surveys of these collections should be made so as to reveal any need for co-operative acquisition (para. 80).

(c) Additional finance should be made available to any university libraries which will have to meet the special needs of students and teachers at neighbouring institutions of higher education, such as regional colleges, and colleges of education offering courses for a B.Ed. degree (para. 81).

631. CHAPTER III: INTER-LIBRARY LOANS

(a) A lending scheme should be as efficient and speedy as possible but carefully regulated and controlled, in view of the cost (para. 115).

(b) If delay in meeting a loan request is directly due to shortage of staff in a university library, the university has a duty to provide such staff (para. 117).

632. CHAPTER IV: NATURE OF COLLECTIONS

(a) Academic staff should encourage students to buy books and should give them more specific guidance on what books they should buy (para. 190).

(b) Every institution should ensure that there is a bookshop on or near the campus (para. 191).

(c) In order to ensure that students properly spend their book grants, a voucher system, with adequate safeguards, should be introduced as soon as possible. These vouchers should cover both new and second-hand books, periodicals and, if possible, instruments. Vouchers for an entire academic year should be issued at the beginning of that year. They should cover a very substantial proportion of the entire book grant (paras. 192-195).

(d) There should be much closer and more frequent liaison between academic and library staff in the preparation of lists of prescribed text-books and books of reference (para. 196).

(e) Annual funds, additional to basic library grants and, at present cost, of the order of £3 per student, should be available to university libraries for the provision of multiple copies of material in frequent demand (para. 198).

(f) Large halls of residence, at a considerable distance from the main library, should have their own libraries aimed at complementing and supplementing the main library's service. (para. 200).

(g) Research should be conducted by university libraries on devising tests for the adequacy of academic library collections to meet the needs of faculty members and research students, and on the ways in which scholars use libraries (para. 203).

(h) There should be a high percentage of immediate availability of research material in all subjects and a one-hundred per cent. immediate availability of certain types of literature (para. 204).

(i) Librarians and directors of research should discuss the library implications of research projects so that funds could then be made available to the library for such projects, to build up collections in depth on any subject fields which are decided upon as being of special interest to the university (para. 205).

(j) In addition to adequate provision for law in appropriate institutions, the Commonwealth and foreign collections at the great law libraries should be extended (para. 206).

(k) Every attempt should be made to assist university libraries to meet their responsibilities for the provision of social science literature (para. 207).

(l) The Social Science Research Council, in collaboration with the Government Departments concerned should give urgent consideration to the development of a national policy for data archives (para. 208).

(m) The medical library of the university, working with the university's Committee for Postgraduate Medical Studies, should be associated with the arrangements for the provision of medical literature and library services in the Regional Board Area (para. 211).

633. CHAPTER V: ACQUISITION OF LIBRARY MATERIAL

(a) Each university should have a developing acquisitions policy, which will require constant revision. There should be close co-operation between library and academic staff on the formulation of such policies (para. 248).

(b) University libraries should train staff to become specialists in a wide variety of the subject fields taught within each institution and, with the full co-operation of academic staff, these specialists should be given maximum responsibility for selection (para. 250).

(c) Money available to the library for book purchases should not be allocated on a strictly departmental basis (para. 251).

(d) Part of any funds acquired to support expansion of the academic work of a university should be made available for library purposes. Costs of library requirements should be included with those of academic needs (para. 252).

(e) Reading lists should be checked for availability by academic and library staff before being issued to students (para. 253).

(f) Departments should nominate a member of staff to be their library representative. He would be responsible for liaison between his colleagues and the subject specialist in the library (para. 254).

(g) Financial standards for university libraries should be considered against a background of a large and constant increase in the cost of published material and of the need of scholars to have access to a constantly-growing range of material (para. 255).

634. CHAPTER VI: ACQUISITION OF FOREIGN MATERIAL

- (a) All publications likely to be of value to scholars should be readily found in a British library and most should be available for loan either in the original or in photocopy (para. 290).
- (b) The NLL should retain its responsibilities for providing a national lending service in science, medicine and technology, and national planning for social science literature should take into account the fact that the NLL will be in a position to lend some periodicals in that field by 1967 (para. 291).
- (c) Urgent consideration should be given to a national acquisition scheme for the fullest possible coverage of foreign literature in the humanities and social sciences (para. 292). Duplicate copies should be acquired of all items which are likely to be in more frequent demand (para. 294).
- (d) Existing collections in particular fields already in university libraries should be part of the national resources and should not be unnecessarily duplicated. Financial provision should be made to enable these libraries to maintain any such collections (para. 295).
- (e) University libraries should play a full consultative part in devising and maintaining a national plan for the acquisition and lending of foreign publications (para. 296).
- (f) Any special steps taken to achieve national coverage should be made available to libraries which are already collecting material from developing countries, from Asia and from Eastern Europe (para. 297).

635. CHAPTER VII: THE NATIONAL LIBRARY

- (a) The library departments of the British Museum should become the British National Library and as many as possible of the functions listed below should be carried out by that Institution as a matter of urgency. The finance necessary to carry out these services, which we judge to be of prime importance for the proper development of library and information services for universities and for the country as a whole, should be made available to the British Museum as soon as possible (para. 334).
- (b) The British National Library should undertake the following functions:
 - (i) organisation of loans (at present undertaken by the NCL) and, if this is considered appropriate, the maintenance of all types of union catalogues (para. 325);
 - (ii) responsibility for all material for which there is at present inadequate national provision for lending, duplicating as necessary those items for which there is likely to be more frequent demand for lending (para. 325);
 - (iii) responsibility for full coverage of foreign material, either alone or in combination with specialist and university libraries, responsibility for the coverage of British books published since 1st January 1959 resting with the library regions (para. 326);
 - (iv) establishment of a national reference and bibliographical service throughout the country, co-ordination of existing systems, and acting as a clearing house for overseas enquiries (para. 327);
 - (v) establishment of a bibliographical research and publications department, to initiate the compilation and publication of catalogues of national holdings of various types of material; research on bibliographical and

library problems, acting as the advisory centre for library techniques (para. 328);

(vi) taking part in the organisation of the training of academic librarians, in co-operation with universities and other appropriate bodies (para. 329); and

(vii) initiation of or participation in any co-operative schemes for library development; representation of British libraries in international meetings (para. 330).

(c) The British National Library should be enabled to add any item of importance to its collection of British books and manuscripts. Export of all such material, whatever its period, should be strictly controlled (para. 331).

(d) All United Kingdom libraries which benefit from legal deposit should become part of the national library organisation, with all the obligations for lending entailed in such participation (para. 332).

(e) Co-ordination of the policies of all types of library should be arranged by the setting up of advisory committees for national libraries which would be linked with one another, with the Library Advisory Councils, and with the recommended permanent UGC Sub-Committee on Libraries by means of a British Library Services Council reporting to the national Education Departments (para. 333).

636. CHAPTER VIII: ACCOMMODATION

(a) Stacks should be accessible (with proper safeguards) to all readers and the library should provide seating of all types, near the books (para. 418).

(b) Consideration should be given to the need for various ancillary services for students and staff, including, in a research library, the provision of seminar rooms (paras. 425 and 426).

(c) Except in areas where the air is almost completely free from dirt, full air-conditioning plant should be installed. Even in clean areas, all rare and valuable material should be stored in conditioned air (para. 428).

(d) The UGC should nominate a panel of consultants to advise on the planning of new library buildings (para. 429).

(e) We support the views put forward for the maintenance or establishment of libraries in departments and regard such libraries as recognised features of the academic library system. This support is given subject to the provisos made in recommendations (f) to (j) below, which refer to all universities except those of Oxford, Cambridge and London (para. 430).

(f) All libraries in the university (except possibly class libraries) should be under the jurisdiction of the library committee or similar library authority (para. 431).

(g) A union catalogue of the holdings of all the libraries in a university is essential and, where it does not exist, should be compiled as soon as possible (para. 432).

(h) In general, no library outside the central library should contain items which are unique in the university, unless it is large enough to justify the appointment of staff adequate to offer services of the standard of the central library (para. 433).

(i) Libraries not covered by (h) above should in general contain only duplicates of books and periodicals in the central library (para. 434).

(j) No library should be set up outside the central library, unless there are sufficient funds available to support its continued maintenance as well as the initial purchase of stock; this should in no way interfere with the acquisitions policy of the central library. Whenever large departments at a considerable distance from the main library necessitate departmental collections of basic and current material for the use of postgraduates and staff, such collections should be included in the university catalogue, and their acquisition discussed by the library committee (para. 435).

(k) Although there is as yet no university library, apart from London, which is large enough to need a depository, any librarians who are pressed for space should consider the withdrawal of certain categories of material and using some of the existing facilities for deposit (para. 436).

637. CHAPTER IX: LIBRARY SERVICES

(a) All students should be given preliminary guidance on the lay-out of the library, its regulations and procedures. Seminars should be held and lectures given at a later stage on the use of bibliographical tools, guidance on the literature of the student's own subject, etc. Libraries should be adequately staffed for these teaching duties. The instruction and guidance needed by graduates and research students will require senior library staff of high ability (para. 504).

(b) Wherever practicable, university library facilities should be made available to students of other institutions of higher education during vacations, if such a demand arises (para. 506).

(c) The DES, the permanent UGC Sub-Committee (para. 628), the Library Association, the Publishers' Association, the Society of Authors and SCONUL should discuss jointly the existing situation under the Copyright Act, with a view to clarifying the situation and amending copyright law for the benefit of academic libraries and scholars (para. 511).

(d) A selected number of library laboratories should be extended or established, to provide a co-operative copying service to all learned libraries (para. 513).

(e) Any university central service unit for audio-visual aids should maintain close liaison with the university's library. The permanent UGC Sub-Committee on Libraries recommended in paragraph 628 should discuss matters of common interest with the UGC Sub-Committee on Audio-Visual Aids (para. 514).

638. CHAPTER X: LIBRARY TECHNIQUES

(a) Individual universities should investigate the possible benefits to their libraries of the centralisation of technical services. The needs of neighbouring institutions of higher education should be borne in mind. If such centralisation is found to be desirable, any consequent administrative or financial arrangements should be made by the DES or other appropriate body (para. 544).

(b) The recommended permanent UGC Sub-Committee on Libraries should consider the steps to be taken to secure the maximum degree of

co-operation in the development of a common code for library records (para. 545).

(c) Account should be taken by universities of growing library needs when decisions are made about the acquisition and operation of data-processing equipment and computers (para. 546).

(d) When government policy of supporting research into the broad fields of information retrieval is being considered, the significance of its application to university libraries should be borne in mind (para. 547).

(e) Specialised union catalogues of several types should be developed (para. 548).

(f) Catalogues of books from particular areas and of those in special languages should include the stocks of large libraries, particularly those of the copyright libraries (para. 549).

(g) The Slavonic Union Catalogue of the NCL should be brought up to date as soon as possible, and maintained in as complete a state as may be practicable (para. 550).

(h) The new union catalogue of Oriental books should continue to be maintained at the School of Oriental and African Studies but other special union catalogues should continue to be housed at the NCL (para. 551).

(i) An independent organisation should investigate the value of the NCL's union catalogues and assess the advantages of alternative methods. If the full union catalogue is to be retained, some control should be exercised both at the acquisitions stage and in the selection of categories of items (para. 552).

639. CHAPTER XI: ADMINISTRATION AND STAFFING

(a) University librarians should always be included in the membership of any sub-committees set up by university library committees or of joint committees with university Councils on the planning of new library buildings (para. 576).

(b) Arrangements should be encouraged whereby the student body is consulted and its views obtained on library matters which affect students (para. 577).

(c) Salary scales of graduate members of library staff with comparable qualifications should in all universities be equated with those of academic staff (para. 578).

(d) The university librarian should be present or represented at all university meetings where such matters are discussed as the development of new fields and projects for teaching and research and proposals for new buildings which may affect library policy. Senior library staff should be eligible for election to all university committees on the same terms as their academic colleagues (para. 579).

(e) Salaries and conditions of professionally-qualified non-graduate library staff should correspond with those offered in public or government libraries (para. 580).

(f) In-service training arrangements should be made to enable graduates working in university libraries to acquire professional qualifications (para. 581).

- (g) Unqualified non-graduate staff should be released to attend library-school and other similar courses and the tuition costs and examination fees should be paid by the universities concerned (para. 582).
- (h) Each university should give urgent thought to the problem of providing enough staff to give guidance in library use both to undergraduates and postgraduates (para. 584).
- (i) Universities planning mechanised systems should bear in mind the staff implications involved (para. 585).
- (j) Senior library staff should be given the same facilities as academic staff for further training and research (para. 587).

640. CHAPTER XII: FINANCE

- (a) Recurrent grants for libraries should be increased to enable them to meet their responsibilities and to develop their services (para. 617).
- (b) The non-recurrent grants given to the new universities, the Heriot-Watt College and the colleges of advanced technology have not been adequate to create libraries of university standard. Further grants should be made to them (para. 618).
- (c) A sum of £100,000 per annum, to be independent of the fund presently administered by the Victoria and Albert Museum, should be made available to university libraries for the purchase of special collections or expensive items (para. 619).
- (d) University libraries should receive non-recurrent grants to enable them to clear up arrears of binding (para. 620).
- (e) Further investigation should be undertaken into the cost of scholarly monographs and periodicals (para. 623).

ACKNOWLEDGMENTS

We wish to express our gratitude to all those who have helped us both by giving evidence and by completing questionnaires. We owe a particular debt of gratitude to SCONUL, who have conducted several investigations on our behalf and have prepared a number of papers for us.

We also wish to thank Astib and Mr. P. E. Tucker for allowing us to republish the article on the Leeds University Survey which had appeared in the *Journal of Documentation* and also Mr. B. S. Page of the Brotherton Library, University of Leeds.

In addition, we wish to thank Mr. M. B. Line and Mr. B. M. Bland for permission to publish the University of Southampton Survey and Mr. K. W. Humphreys for his permission to publish the results of the Survey carried out at the University of Birmingham.

The Chairman wishes to express his personal thanks to the Ford Foundation for a grant from the Fund for the Advancement of Education which enabled him to visit university libraries in the United States, and to the librarians and other officers of these libraries for their generous co-operation.

Miss Elizabeth Smart acted as the Committee's Secretary from June 1963 until September 1965, and Mrs. Eleri W. Cahan from the latter date till the completion of the Report. The Committee wishes to record its keen appreciation of the excellent service given by both Secretaries.

Signed Thomas Parry (*Chairman*)

G. W. Carter

D. Cox

Goronwy Edwards

F. Francis

H. S. Haslegrave

D. W. Hill

K. W. Humphreys

R. V. Jones

W. J. M. Mackenzie

H. B. Nisbet

Janet Vaughan

Eleri W. Cahan (*Secretary*)

28th October, 1966.

Appendix 1

BODIES AND INDIVIDUALS WHO SUBMITTED EVIDENCE

A. *Bodies which submitted evidence to the Committee.*

Aberdeen College of Education.
Association of University Professors of French.
Association of Social Anthropologists of the Commonwealth.
Association of Teachers in Colleges and Departments of Education.
Association of University Teachers.
Association of University Teachers (Scotland).
Association of University Teachers Group at the British Library of Political and Economic Sciences.
Biochemical Society.
British Library of Political and Economic Science.
British Sociological Association.
Chemical Society.
Conference of Institute Directors.
Conference on Library Co-operation.
Dundee College of Education.
Dundee Technical College.
Geologists' Association.
Heriot-Watt College, Edinburgh.
Historical Association.
Institute of British Geographers.
Institute of Physics and the Physical Society.
Librarian of the University of Toronto.
Librarians of the Cities of Birmingham, Bristol, Edinburgh, Glasgow, Leeds, Liverpool, Manchester and Sheffield.
Librarians of the Colleges of Advanced Technology.
Librarians of Institutes of Education.
Librarians of the New Universities.
Library Association.
Library Syndicate of the University of Cambridge.
London Mathematical Society.
London School of Economics and Political Science.
Manchester University School of Education.
Moray House College of Education, Edinburgh.
National Central Library.
National Lending Library for Science and Technology.
National Library of Scotland.
National Union of Students.
Northampton College of Advanced Technology.
Paisley College of Technology.
Political Studies Association.
Robert Gordon's Technical College, Aberdeen.
Royal Statistical Society.
School of Oriental and African Studies.
Scottish Central Library.
Scottish College of Commerce.

Society of Public Teachers of Law.
Standing Conference of Librarians of Libraries of the University of London.
Standing Conference of National and University Libraries.
Welsh National School of Medicine.

B. *Individuals who submitted evidence.*

- Mr. J. A. Andrews, Department of Law, University of Birmingham.
Mr. W. S. Angus, Secretary, University of Aberdeen.
Mr. L. L. Arden, Librarian, Scottish College of Commerce.
Dr. E. A. Ash, Department of Electrical Engineering, University College, London.
Miss D. Bains, The Librarian, Bedford College Library.
Mr. J. A. Banks, Department of Social Science, University of Liverpool.
Mr. G. R. Barker, Russian and East European Studies Centre, University of Birmingham.
Mr. M. S. Beck, Department of Chemical Engineering, Bradford Institute of Technology.
Professor D. A. K. Black, Department of Medicine, University of Manchester.
Dr. J. A. Blain, Department of Applied Microbiology, University of Strathclyde.
Mr. B. M. Bland, Librarian, University of Southampton.
Mr. F. W. Bradbrook, Department of English, University College of North Wales, Bangor.
Professor F. Brailsford, Department of Electrical Engineering, University College, London.
Professor S. G. F. Brandon, Department of Comparative Religion, University of Manchester.
Mrs. J. M. Brown, Department of Mathematics, Welsh College of Advanced Technology.
Dr. L. Neville Brown, Department of Law, University of Birmingham.
Professor F. F. Bruce, Department of Biblical Criticism and Exegesis, University of Manchester.
Professor P. H. Butter, Department of English, University of Belfast.
Professor A. C. P. Campbell, Department of Pathology, University of Manchester.
Mr. H. H. Campbell, Department of Pharmacy, Heriot-Watt College, Edinburgh.
Mr. C. Chadwick, Department of French, University of Liverpool.
Professor A. H. Chilver, Department of Civil Engineering, University College, London.
Dr. K. Coe, Department of Geology, University of Exeter.
Dr. D. C. Corner, Department of Economics, University of Exeter.
Mr. H. R. Creswick, The Librarian, Cambridge University Library.
Professor E. L. Crossley, Department of Dairying, University of Reading.
Professor R. Cruickshank, Department of Bacteriology, University of Edinburgh.
Mr. E. G. Cutbush, Department of Metallurgy and Materials Technology, Battersea College of Technology.
Dr. N. H. Cuthbert, Department of Management, Bradford Institute of Technology.
Dr. P. Dagley, Department of Physics, University of Liverpool.
Mr. G. S. Darlow, Librarian, University of Kent.
Professor A. Davies, Department of Geography, University of Exeter.
Dr. B. H. Davies, Department of Biochemistry, University College of Wales, Aberystwyth.
Mr. J. W. Davies, Department of Law, University of Birmingham.
Mr. R. M. Davies, Department of Civil Engineering, Battersea College of Technology.
Mr. R. T. Davies, Department of English Literature, University of Liverpool.

- Dr. D. Dollimore, Department of Chemistry, Royal College of Advanced Technology, Salford.
- Professor K. W. Donald, Department of Medicine, University of Edinburgh.
- Mr. R. Douch, Institute of Education, University of Southampton.
- Professor A. A. M. Duncan, Department of Scottish History and Literature, University of Glasgow.
- Dr. A. Durrant, Department of Agricultural Botany, University College of Wales, Aberystwyth.
- Mr. J. C. Eaton, Department of Mathematics, University of Strathclyde.
- Mr. E. R. S. Fifoot, The Librarian, University of Edinburgh.
- Dr. A. Fletcher, Department of Applied Mathematics, University of Liverpool.
- Dr. W. W. Fletcher, Department of Applied Microbiology, University of Strathclyde.
- Professor J. Frankel, Department of Politics, University of Southampton.
- Mr. K. Garside, Librarian, King's College, London.
- Dr. J. E. Geake, Department of Physics, University of Manchester Institute of Science and Technology.
- Mr. D. M. German, Department of Electrical Engineering, Welsh College of Advanced Technology.
- Dr. S. H. Graham, Department of Chemistry, University College of Wales, Aberystwyth.
- Dr. W. A. Gray, Department of Gas Engineering, University of Leeds.
- Professor E. Grebenik, Department of Social Studies, University of Leeds.
- Dr. B. Gregory, Department of Mechanical Engineering, Royal College of Advanced Technology, Salford.
- Dr. S. Gregory, Department of Geography, University of Liverpool.
- Mr. P. H. Guenault, Department of Economics, University College of Wales, Aberystwyth.
- Mr. C. A. Halstead, Department of Geography, University of Glasgow.
- Dr. C. Hanson, Department of Chemical Engineering, Bradford Institute of Technology.
- Dr. C. D. Harbury, Department of Economics, University of Birmingham.
- Dr. J. R. Harris, Department of Economics, University of Liverpool.
- Dr. R. Haynes, Department of Applied Science, Loughborough College of Technology.
- Sir Alan Herbert, 12, Hammersmith Terrace, London W.6.
- Professor R. J. Hirst, Department of Logic, University of Glasgow.
- Dr. A. K. Holliday, Department of Inorganic and Physical Chemistry, University of Liverpool.
- Dr. M. P. Hornsby-Smith, Department of Metallurgy, Battersea College of Technology.
- Professor R. S. Hutton, Department of Metallurgy, University of Cambridge.
- Professor A. Hutchings, Department of Music, University of Durham.
- Dr. N. K. Jenkins, Department of Physiological Chemistry, University of Reading.
- Professor B. M. Jones, Department of Zoology, University College of Wales, Aberystwyth.
- Professor Sir Ewart Jones, Department of Organic Chemistry, University of Oxford.
- Dr. F. Jones, Department of Colour Chemistry and Dyeing, University of Leeds.
- Mr. D. W. Kew, Department of Aeronautical and Automobile Engineering, Loughborough College of Technology.
- Dr. H. K. King, Department of Biochemistry, University of Liverpool.
- Dr. P. J. King, Department of Chemical Engineering, University of Manchester Institute of Science and Technology.
- Dr. A. S. Leah, Department of Mechanical Engineering, University of Leeds.

- Dr. J. W. Lewis, Department of Applied Science, Loughborough College of Technology.
- Mr. W. E. Lloyd, Department of Administration, University of Strathclyde.
- Mr. J. McGivering, Department of Management, Bradford Institute of Technology.
- Professor M. McManus, Department of Economics, University of Birmingham.
- Mr. W. McNicoll, Department of Civil and Mechanical Engineering, University of St. Andrews.
- Mr. V. C. Marshall, Department of Chemical Engineering, Bradford Institute of Technology.
- Mr. D. P. Mason, Department of Photogrammetry and Surveying, University College, London.
- Dr. B. S. Massey, Department of Mechanical Engineering, University College, London.
- Dr. R. E. Meads, Department of Physics, University of Exeter.
- Professor W. E. Minchinton, Department of Economic History, University of Exeter.
- Dr. A. P. Miodownik, Department of Metallurgy and Materials Technology, Battersea College of Technology.
- Mr. G. D. Mitchell, Department of Sociology, University of Exeter.
- Dr. W. S. Mitchell, The Librarian, University of Newcastle-upon-Tyne.
- Professor E. O. Morris, Department of Applied Microbiology, University of Strathclyde.
- Dr. P. R. Mounfield, Department of Geography, University College of Wales, Aberystwyth.
- Dr. J. W. Mullin, Department of Chemistry, University College, London.
- Dr. J. N. L. Myres, The Librarian, Bodleian Library, Oxford.
- Dr. H. E. Nursten, Department of Food and Leather Science, University of Leeds.
- Dr. F. R. Oliver, Department of Economics, University of Exeter.
- Mr. B. S. Page, Librarian, University of Leeds.
- Mr. E. Parker, Department of Mechanical Engineering, Royal College of Advanced Technology, Salford.
- Dr. R. R. Pennington, Department of Law, University of Birmingham.
- Dr. H. Portnoy, Department of Mechanical Engineering, Royal College of Advanced Technology, Salford.
- Rev. Canon R. H. Preston, Department of Christian Ethics, University of Manchester.
- Professor R. A. Rankin, Department of Mathematics, University of Glasgow.
- Dr. F. Ratcliffe, The Librarian, University of Manchester.
- Professor R. L. Reid, Department of Psychology, University of Exeter.
- Dr. J. H. Renwick, Department of Genetics, University of Glasgow.
- Dr. G. F. Reynolds, Department of Applied Science, Loughborough College of Technology.
- Mr. P. E. Richmond, Department of Education, University of Southampton.
- Professor D. J. Robertson, Department of Social and Economic Research, University of Glasgow.
- Dr. A. C. Rose-Innes, Department of Electrical Engineering, University of Manchester Institute of Science and Technology.
- Professor D. C. Rowan, Department of Economics, University of Southampton.
- Professor the Rev. E. G. Rupp, Department of Ecclesiastical History, University of Manchester.
- Professor M. L. Samuels, Department of English, University of Glasgow.
- Dr. F. Scheinmann, Department of Chemistry, Royal College of Advanced Technology, Salford.
- Professor W. Schlapp, Department of Physiology, University of Manchester.

- Dr. K. Schofield, Department of Chemistry, University of Exeter.
 Mr. J. W. Scott, Librarian, University College, London.
 Dr. N. C. Sidwell, Department of Building, Heriot-Watt College, Edinburgh.
 Dr. W. Douglas Simpson, The Librarian, University of Aberdeen.
 Mr. R. B. L. Smith, Department of Structural Engineering, University of Manchester Institute of Science and Technology.
 Mr. P. D. W. Soden, Department of Mechanical Engineering, University of Manchester Institute of Science and Technology.
 Mr. R. A. Stevens, Department of Electrical Engineering, Welsh College of Advanced Technology.
 Dr. M. Stone, Department of Statistics, University College of Wales, Aberystwyth.
 Dr. J. A. Strong, Department of Medicine, University of Edinburgh.
 Mr. C. J. Thomas, Department of Economic Statistics, University of Southampton.
 Rev. J. H. Thomas, Department of Philosophy of Religion, University of Manchester.
 Dr. R. Y. Thomson, Department of Biochemistry, University of Glasgow.
 Dr. S. J. Thomson, Department of Chemistry, University of Glasgow.
 Mr. L. J. Tivey, Department of Political Science, University of Birmingham.
 Professor G. B. Trasler, Department of Psychology, University of Southampton.
 Dr. A. Underhill, Department of Applied Science, Loughborough College of Technology.
 Mr. R. C. Vaughan, Department of Civil Engineering, Battersea College of Technology.
 Mr. J. Walker-Love, British Society of Animal Production.
 Mr. J. Watson Walker, Department of Industrial Chemistry, Loughborough College of Technology.
 Mr. D. Watt, Department of Civil and Mechanical Engineering, University of St. Andrews.
 Mr. J. S. Webber, Department of Aeronautical and Automobile Engineering, Loughborough College of Technology.
 Mr. T. A. B. Wesley, Department of Chemistry, University of Manchester Institute of Science and Technology.
 Professor J. H. Western, Department of Agricultural Botany, University of Leeds.
 Professor C. S. Whewell, Department of Textile Industries, University of Leeds.
 Professor D. Whitteridge, Department of Physiology, University of Edinburgh.
 Dr. J. Wilkinson, Department of Chemistry, Royal College of Advanced Technology, Salford.
 Mr. R. I. T. Williams, Department of Civil Engineering, Battersea College of Technology.
 Mr. R. L. Williamson, Department of Civil and Mechanical Engineering, University of St. Andrews.
 Mr. J. M. Wilson, Department of Applied Science, Loughborough College of Technology.
 Professor H. V. Wiseman, Department of Government, University of Exeter.
 Mr. G. Woledge, Librarian, British Library of Political and Economic Science.
 Professor M. F. A. Woodruff, Department of Surgical Science, University of Edinburgh.
 Mr. P. C. Young, Department of Aeronautical and Automobile Engineering, Loughborough College of Technology.

Appendix 2

STUDENT AND STAFF FIGURES AND LIBRARY EXPENDITURE 1964/65

Table I shows the UGC figures of University staff and student numbers and library expenditure for the academic year 1964/65. Table II shows the same figures for the former colleges of advanced technology for the period 1st April to 31st July, 1965.

TABLE I

University or College	Full-time students		Full-time teaching staff	Number of bound volumes 000's	Number of Places for Readers	Library Salaries and Wages including family allowances and contributions towards superannuation and pensional insurance	Details of Library Expenditure					(a) Percentage of total University Expenditure
	Under-graduate	Post-graduate					Books	Periodicals	Binding	Sundries	Total (3)-(7)	
BIRMINGHAM	4,113	1,224	815	657	1,134	65,317	29,166	21,350	8,750	1,800	126,383	2.3
BURTON	3,646	683	615	309	1,437	47,412	37,893	13,296	3,739	3,739	107,883	2.8
CAMBRIDGE	7,742	1,838	168	3,089	730	209,837	86,676	40,269	28,366	33,745	308,923	5.2
DURHAM	1,879	369	278	288	340	37,727	36,438	—	5,777	3,156	83,068	5.4
E. ANGlia	356	70	60	49	166	17,204	3,509	6,025	3,724	1,183	31,647	6.6
EXETER	96	22	35	45	60	21,693	—	2,000	2,000	250	27,943	10.0
EXETER	1,819	319	230	151	336	18,110	20,873	9,374	4,001	1,149	51,507	4.4
HULL	2,265	312	294	237	568	40,494	33,680	9,122	4,901	5,417	93,614	6.3
KIELCE	1,001	82	175	223	300	30,734	12,000	6,041	1,886	3,651	54,012	6.1
LANCASTER	294	33	45	50	226	18,599	—	4,512	3,000	2,433	28,544	8.6
LIVERPOOL	5,559	1,017	1,047	604	1,266	74,095	57,046	22,305	9,374	4,423	167,831	3.3
LIVERPOOL	1,798	285	253	194	464	37,585	27,261	9,449	5,125	2,332	82,132	6.5
LONDON, including the Colleges and Schools	4,280	1,020	684	494	1,729	65,698	36,357	19,425	8,504	3,530	135,514	2.9
MANCHESTER	17,005	7,085	3,978	3,980	8,092	650,137	181,766	129,230	59,659	43,784	1,063,576	3.4
MANCHESTER	5,051	1,181	929	690	1,946	70,294	39,123	22,007	11,634	9,847	160,905	2.9
MANCHESTER College of Science and Technology	1,806	599	444	51	360	17,408	6,750	5,375	1,205	1,330	32,068	1.2
NEWCASTLE-UPON-TYNE	3,566	587	596	433	1,263	58,752	31,452	15,000	3,594	4,938	113,706	2.7
NOTTINGHAM	2,919	600	432	265	1,268	54,526	20,344	14,344	4,764	2,935	96,933	3.6
OXFORD	7,333	2,117	175	3,215	2,917	324,256	128,236	44,817	40,755	44,321	582,967	7.9
READING	1,850	352	458	228	608	57,346	18,138	12,414	1,323	2,281	91,702	3.7
SHEFFIELD	3,489	712	598	318	1,008	40,127	36,178	18,253	6,814	4,044	114,616	3.2
SOUTHAMPTON	1,960	501	277	230	751	30,320	34,321	10,880	6,668	2,721	94,619	5.0
SUSSEX	1,299	183	197	125	850	27,365	50,381	7,711	7,131	1,612	94,402	8.7
YORK	478	26	81	69	185	28,162	—	4,296	3,258	1,731	37,447	8.5
TOTAL ENGLAND	82,934	21,317	12,468	15,914	28,326	2,069,089	930,388	449,515	237,438	186,764	3,873,394	4.0
UNIVERSITY OF WALES:												
ABERYSTWYTH UNIVERSITY COLLEGE	1,452	353	374	186	784	25,342	16,470	9,300	4,020	1,590	56,692	4.5
BANGOR UNIVERSITY COLLEGE	1,468	373	232	282	692	27,343	10,772	9,075	2,497	1,437	51,124	4.1
CARDIFF UNIVERSITY COLLEGE	2,311	322	306	207	642	36,760	14,520	8,794	2,788	832	63,524	4.2
SWANSEA UNIVERSITY COLLEGE	1,962	411	274	179	620	39,324	15,243	10,667	4,190	2,204	71,628	4.8
WYLLI NATIONAL SCHOOL OF MEDICINE	189	6	49	18	206	4,540	1,577	2,430	641	472	9,669	1.9
TOTAL UNIVERSITY OF WALES	7,302	1,465	1,235	872	2,944	133,318	58,512	40,176	14,136	6,485	232,637	4.0
ST. DAVID'S COLLEGE, LAMPETER	210	—	35	58	38	3,982	1,807	364	348	493	6,994	6.2
TOTAL WALES	47,712	61,465	41,270	930	2,982	137,300	60,319	40,540	14,484	6,988	239,631	4.0

ABERDEEN	2,967	274	397	404	1,580	51,345	36,578	20,179	5,611	3,093	115,856	4.7
EDINBURGH	6,417	1,146	820	888	2,864	110,591	32,932	24,745	10,831	10,744	190,243	3.5
GLASGOW	6,227	675	801	735	668	89,213	37,018	25,987	11,648	6,758	170,644	2.9
STRATHCLYDE	3,675	432	481	84	635	26,429	17,842	21,802	2,446	4,251	72,770	2.9
ST. ANDREWS	3,212	258	480	716	705	55,634	43,047	16,317	10,407	4,149	129,554	5.4
TOTAL SCOTLAND	22,498	2,785	2,979	2,827	6,472	333,532	167,517	108,980	40,943	28,995	680,067	3.8
TOTAL GREAT BRITAIN	113,144	25,567	17,117	19,671	37,780	2,546,021	1,158,424	999,035	292,865	222,747	4,813,092	3.9

TABLE II

College	Full-time students		Full-time teaching staff	Number of Bound Volumes 000's	Number of Places for Readers	Library salaries and Wages including family allowances and contributions towards superannuation and national insurance	Details of Library Expenditure					(A) Percentage of total University Expenditure
	Under-graduate	Post-graduate					Books	Periodicals	Binding	Sundries	Total of cols. (3)-(7)	
BATHURST	1,407	199	248	40	230	4,406	7,368	2,405	457	576	15,212	2.6
BIRMINGHAM (ASTON)	1,302	83	313	62	250	5,545	9,158	8,613	2,356	818	26,490	3.5
BRADFORD	1,704	145	302	48	149	6,563	7,764	808	3,745	1,244	16,673	2.4
BURTON	921	20	234	18	112	2,359	6,714	3,745	518	506	12,742	4.0
BRISTOL	761	11	131	20	78	1,753	1,782	1,038	279	84	4,732	1.8
BRISTOL	736	151	131	25	106	3,214	2,788	1,038	444	437	7,921	2.5
BRISTOL	1,462	66	176	30	100	4,906	4,085	1,127	714	1,202	12,014	2.8
BRISTOL	1,599	85	269	30	100	2,417	4,085	1,127	105	—	7,203	1.5
BRISTOL	1,383	86	359	27	100	4,441	2,784	1,256	634	316	9,431	1.4
TOTAL ENGLAND	11,975	846	2,160	270	1,116	35,506	46,383	20,505	5,881	5,183	113,458	2.5
WELSH COLLEGE	933	65	190	24	178	2,932	1,181	1,040	—	155	5,308	1.6
TOTAL WALES	933	65	190	24	178	2,932	1,181	1,040	—	155	5,308	1.6
HARROT-WATT, BIRMINGHAM	930	22	102	14	40	2,870	2,235	1,682	223	154	7,164	1.5
TOTAL SCOTLAND	930	22	102	14	40	2,870	2,235	1,682	223	154	7,164	1.5
TOTAL GREAT BRITAIN	13,838	933	2,452	268	1,334	41,208	49,799	23,227	6,104	5,492	125,930	2.4

Appendix 3

UGC SURVEY ON UNDERGRADUATE USE OF LIBRARIES

1. In order to assess the needs of undergraduates and the extent to which they were being met, it was decided that the Committee needed factual information and that the best method of procuring this would be by means of a survey.

2. Because of its experience in the survey field, the Central Office of Information was asked for its advice. Its own Social Survey Division at the time was hard-pressed and a market research organisation (Marplan Limited) was recommended to undertake this task. The original proposal was to take a sample from students in all faculties of every university and from those in colleges of advanced technology. Marplan prepared very detailed proposals based on our research requirements, but the cost of this exercise was found to be far beyond our financial limit. It was therefore decided that cuts would have to be made and the following were agreed upon:

- (a) colleges of advanced technology could be omitted, on the grounds that they were not universities at that time, and that everything discovered about universities would be applicable to the colleges in their eventual status;
- (b) the enquiry would be confined to 11 large, 10 small and 2 new universities⁽¹⁾ and to the four faculties of arts, social science, pure and applied science. The remaining faculties (as shown in UGC Returns): medicine and dentistry, agriculture and forestry, and veterinary science would be omitted, as specialist faculties with their own library problems; and
- (c) proposed questions aimed at finding out about students' reading of a background and cultural nature would be omitted, since the analysis of these returns would be costly in time and therefore in money.

3. The revised proposals were within the permitted financial limit but it did not prove possible to go through the necessary procedures and obtain the requisite authority for the expenditure until mid-April, 1965. As soon as this authority had been received, letters were written to the registrars of all the universities concerned, who all expressed their readiness to help both in providing lists of undergraduates (or making this information available to Marplan's agents), and over arranging accommodation for interviews. In addition, the Members of the Vice-Chancellors' Committee agreed at their meeting on the 23rd April, 1965 to enlist the aid of their registrars and librarians in the smooth and speedy conclusion of the exercise.

4. Marplan had carried out a pilot survey at the University College of Wales, Aberystwyth in April. Unfortunately, in the main survey, interviews with students could not be arranged sufficiently in advance of examinations in every instance and, because of non-availability, a high level of substitution was necessary. Despite the unfortunate timing, Marplan agents were able to interview 1,383 students—92.2 per cent. of the target sample. This was regarded as a high factor of success. A brief factual questionnaire was also sent to the librarians of each institution and all but two were completed. The data provided was used to give a factual context within which to interpret student statements.

(1) Birmingham, Bristol, Durham, Exeter, Hull, Keele, Leeds, Leicester, Liverpool, University College London, Manchester, Newcastle, Nottingham, Reading, Sheffield, Southampton, Sussex, Wales, Aberdeen, Edinburgh, Glasgow, St. Andrews and Dundee, Strathclyde. (Oxford and Cambridge were excluded as '*sui generis*')

5. A copy of the questionnaire which students were asked to complete is attached as Annex A to this Appendix, and a summary of the commentary prepared by Marplan, together with our comments on some of the findings, as Annex B. The commentary was based on two large volumes, consisting of some 500 pages of tables.

ANNEX A (TO APPENDIX 3)

QUESTIONNAIRE TO STUDENTS

1. Which of these do you ever use for your studies?

	Main University Library	College Library	Faculty Library	Departmental Library	Other University Library	Public Library in Town	Other Library in Town
(a) Use							
Don't use ..							
N/A No Library							
(b) How often during term time? ..							
6 days a week ..							
4-5 days a week							
2-3 days a week							
1 day a week ..							
Once a fortnight							
Once a month ..							
Less often ..							
(c) How many hours a week on average are you in that library? ..							
Over 40 ..							
31-40							
21-30							
11-20							
6-10							
5 or less ..							
(d) Which, if any of these do you use during vacation? ..							
Use							
Don't use ..							
(e) Which, if any, of these types of library in your home town do you use during vacation? ..							
Use							
Don't use ..							

2. (a) Did you have any instruction in the use of a library at your Secondary School?
 Yes _____
 No _____
- (b) Did your Secondary School have a library?
 Yes _____
 No _____

IF YES:

- (c) Did you use it mainly for school work or for recreational reading?
 School work _____
 Recreational _____
 Both equally _____

3. (a) Did you use any other libraries while you were at Secondary School?
 Yes _____
 No _____

IF YES:

- (b) Which libraries?
 Main Public Library _____
 Branch Public Library _____
 Other libraries _____

- (c) How frequently did you use it/them for borrowing? For reference?
- | | <u>Borrowing</u> | <u>Reference</u> |
|---------------------------|------------------|------------------|
| Once a week or more often | | |
| Once a month | | |
| Less often | | |
| Only at special times | | |
| NEVER | | |

- (d) Would you say you now use any public library for your non-recreational reading, more, about the same or less than you did before you came to University?
 More _____
 About the same _____
 Less _____
 Don't know _____

IF MORE:

- (e) What for?

IF LESS:

3. (f) Why? _____

- (g) When did you first start to use the main University Library?
 First term _____
 Second term _____
 Third term _____
 Later _____
 NEVER USE _____

- (h) Did you use any other library in connection with your university studies before you went to the main University Library?

Yes _____

No _____

Can't say _____

IF YES:

- (j) Which library?

- (k) Was there any particular reason for doing this?

4. (a) In the main University Library, what are the methods by which you can get books?

Open shelf: Loan _____

Open shelf: Use in library only _____

On application/Not open access/Reserve: loan _____

On application etc., use in library only _____

Other _____

- (b) Roughly, there are three ways in which you can get books—on loan, from open shelves and from closed shelves where you have to take special steps to obtain them. What would you say were the special problems of each of these methods?

LOAN: _____

OPEN SHELVES: _____

CLOSED SHELVES: _____

FOR EACH LIBRARY USED (Q.1)

5. (a) Do you use ... to borrow books from, read books from the open shelves, read books not on the open shelves, as a place for general study?

	Don't use	Borrow	Open Shelves	Not Open Shelves	General Study
Main University Library ..					
College Library					
Faculty Library					
Departmental Library ..					
Other University Library ..					
Public Library					
Other Library					

FOR EACH USED FOR BORROWING (Q. 5(a)).

- (b) How many books, if any, do you have on loan from _____ at the moment?

6. (a) Where do you do most of the reading for your studies?

Main University Library _____
Other University Library _____
Public Library _____
Hall of Residence/Room in College _____
Digs _____
Home _____
Other _____

IF NOT A UNIVERSITY LIBRARY

- (b) Why there rather than in a university library?

7. (a) Where do you do most of the writing for your studies?

Main University Library _____
Other University Library _____
Public Library _____
Hall of Residence/Room in College _____
Digs _____
Home _____
Other _____

IF NOT A UNIVERSITY LIBRARY

- (b) Why there rather than in a University Library?

8. When you wish to work in the main University Library, do you find a place:

Always _____
Usually _____
Sometimes _____
Never _____
DON'T WORK THERE _____

9. (a) For what general subject did you have to prepare your last piece of written work?

- (b) How many other people, if any, had to prepare a written piece on the same topic?

- (c) How did you set about getting the information you needed for this project?

- (d) Did you have any advice, in any form, on what to read?

Yes _____
No _____

IF YES:

- (e) Where did you get this advice?

Reading list _____
Tutor _____
Other member of staff _____
Other student _____
Elsewhere _____

ALL

9. (f) Which library did you visit first, or didn't you visit a library at all?

Main University Library ____
College Library ____
Faculty Library ____
Departmental Library ____
Other University Library ____

Public Library ____
Other Library ____
NONE ____

- (g) Did you take any books out on loan for this project?

Yes ____
No ____

IF YES:

- (h) From which library?

Main University Library ____
College Library ____
Faculty Library ____
Departmental Library ____
Other University Library ____

Public Library ____
Other Library ____
NONE ____

IF BOOK LOANED:

- (i) How long were you allowed to have it/them on loan?

- (k) Is that the normal borrowing period?

Yes ____
No ____

IF NO:

- (l) How long is the normal borrowing period?

- (m) Apart from the book or books you might have got out on loan, did you get any source material from somewhere else?

Yes ____
No ____

IF YES:

- (n) Where? _____

10. (a) On the whole, do you find it easy or difficult to get in time the books you need for your studies?

Very easy ____
Fairly easy ____
Fairly Difficult ____
Very Difficult ____
Can't say ____

IF DIFFICULT:

- (b) In what ways is it difficult?

11. (a) How often this year have you found that a book you needed for your studies was not available in time for your needs at a library of the University?

Very often _____

Fairly Often _____

Not Often _____

Never _____

Can't say _____

- (b) Would you give me two or three examples?

(I) _____

(II) _____

(III) _____

FOR EACH BOOK IN TURN

	BOOK		
	(i)	(ii)	(iii)
(c) Did you try more than one library?..			
Yes			
No			
(d) Did you try the main University Library?			
Yes			
No			
(e) Did this library have the book but you couldn't get it?			
Yes			
No			
(f) Were you able to get it elsewhere than the University Libraries?			
Yes			
No			
(g) Where?			
(h) Was there another book which did as well?			
Yes			
No			

12. During the current academic year, how many books recommended for your studies have you

NUMBER

- (a) Bought new?

- (b) Bought second-hand?

- (c) Hired?

- (d) Bought a share in?

- (e) I see you have bought about books new or secondhand. What proportion of these cost you under 7/6d., between 7/6d. and 21/- and more than 21/- each?

Under 7/6d. _____

7/6d.—21/- _____

More than 21/- _____

- (f) I see that in total, to some degree or another, you have acquired books this year. What proportion of the books needed for your studies this year would you say this total represents? %

Less than 10% _____
11%—25% _____
26%—50% _____
More than 50% _____
Can't say _____

- (g) What were your reasons for acquiring these books?

-
13. (a) Does the main University Library have a subject catalogue?

Yes _____
No _____
Don't know _____

IF YES:

- (b) Do you have any difficulties in using it or don't you use it at all?

Have difficulties _____
No difficulties _____
Don't use _____

- (c) What difficulties?

- (d) How long was it before you learnt to use it?

Immediately _____
During first term _____
During second term _____
Later _____

-
14. (a) Does the main University Library have an author catalogue?

Yes _____
No _____
Don't know _____

IF YES:

- (b) Do you have any difficulties in using it or don't you use it at all?

Have difficulties _____
No difficulties _____
Don't use _____

- (c) What difficulties?

- (d) How long was it before you learnt to use it?

Immediately _____
During first term _____
During second term _____
Later _____

15. (a) Does the main University Library have Abstract Journals? Indexing Journals? Other bibliographical tools? (What?),

Abstract Journals Indexing Journals Other _____

YES

NO

DON'T KNOW

- (b) Have you ever had any instruction about the use of these?

Yes _____

No _____

Can't say _____

- (c) Do you have any difficulties in using these services or don't you use them at all?

Have difficulties _____

No difficulties _____

Don't use _____

- (d) What difficulties?

16. If you wanted to find what material the library had on a topic new to you, how would you set about finding out?

By searching the shelves _____

By using the Subject catalogue or Index _____

By using the Author catalogue or Index _____

By using Subject bibliographies _____

By asking your tutor or lecturer _____

By asking the library staff _____

By asking other students _____

17. (a) Does the main University Library have a staff which will help you find books?

Yes _____

No _____

Don't know _____

- (b) Do you feel any reluctance in putting queries to the library staff?

Yes _____

No _____

IF YES:

- (c) Why is that? _____

- (d) Do you ever ask them to help you find a book?

Yes _____

No _____

- (e) On the whole, would you say the library staff were:

Always ready to help _____

Helpful but very often too busy to give
you the help you need _____

Not very helpful _____

Can't say _____

- (f) Do you know any of the library staff by name?

Yes _____

No _____

18. (a) Does the main University Library have some books not in open access which you can get if you ask for them?

Yes _____

No _____

Don't know _____

IF YES:

- (b) How often, if at all, do you ask for a book not in open access?

Very often _____

Fairly often _____

Rarely _____

Never _____

- (c) How often, if at all, do you ask for books out on loan to be reserved for you?

Very often _____

Fairly often _____

Rarely _____

Never _____

-
19. (a) Have you heard of an inter-libraries loan service?

Yes _____

No _____

- (b) What is it?

- (c) Have you ever used it?

Yes _____

No _____

- (d) Was it satisfactory or unsatisfactory?

Satisfactory _____

Unsatisfactory _____

- (e) In what way was it unsatisfactory?

-
20. (a) Have you ever been given verbal or written instruction about how to use the main University Library?

Yes _____

No _____

- (b) When was it given?

In first 2 weeks _____

Later in first term _____

In second term _____

Can't remember _____

- (c) What form did it take?

In a written document _____

By tutor or lecturer _____

By a library official _____

By someone else _____

Can't remember _____

- (d) What was involved exactly?

(e) Did you find the instruction useful or not very useful?

Useful _____

Not very useful _____

Can't say _____

(f) Why wasn't it very useful?

21. (a) Do you think you are getting the best out of the library?

Yes _____

No _____

(b) Why aren't you getting the best out of it?

22. (a) Are there any particular points about the library which you find frustrating or confusing?

Yes _____

No _____

IF YES:

(b) What are they?

23. Do you have any suggestions as to how the library might be made easier to use or more satisfactory?

24. (a) Do you find the general layout of the University Library easy to follow, or difficult and inconvenient?

Easy to follow _____

Difficult/Inconvenient _____

(b) In what way?

25. When is the University Library open? What hours?

26. How do these hours compare with other libraries available to you in terms of your own personal convenience?

More convenient _____
Less convenient _____
About the same _____
Don't know _____

27. (a) About libraries in general. Would you say they were:

Depressing	Stimulating
Quiet	Noisy
Bad layout	Good layout
Good for work	Bad for work
Soiled books	Unsoiled books
Comfortable	Uncomfortable
Crowded	Plenty of room

27. (b) What amenities or facilities should a good library have, which you don't always find?

ANNEX B (TO APPENDIX 3)

SUMMARY OF MARPLAN'S COMMENTARY ON THE RESULTS OF THE SURVEY, TOGETHER WITH THE COMMITTEE'S VIEWS* ON SOME OF THEIR FINDINGS

1. We were told by Marplan representatives that, despite the fact that interviews took place just before or during examinations, the answers given were both serious and considered. (*Nevertheless, some of the results obtained, for instance the ones showing the number of books out on loan, must have been affected by the time element.*)

Research aims

2. The general objective of the interviews was the provision of information about the behaviour and attitudes of undergraduates towards the libraries available to them, and the commentary tried to answer the following specific questions:

- What training in the use of libraries have undergraduates received before going up to university?
- What previous experience they have had in the use of libraries?
- Which type of library do undergraduates visit first?

*To avoid confusion our comments and tables are given in italics in parentheses.

- (d) When do they start visiting the main university library?
- (e) What training in library use do they receive at university?
- (f) How they evaluate such training?
- (g) How helpful do they find the library staff?
- (h) To what extent do undergraduates use different types of library?
- (i) What are the libraries used for?
- (j) How do university libraries compare with other places where reading and writing for study can be done?
- (k) What is the level of awareness and use of certain library facilities and how are they evaluated?
- (l) How do undergraduates set about a study project?
- (m) What difficulties are encountered in obtaining needed books?
- (n) How difficult is it to find a place in the main library?
- (o) What is the extent of book buying?
- (p) Why are the books acquired?
- (q) What are students' general attitudes towards the university library and libraries in general.

Several of these questions implied subsidiary ones.

Research method

3. The pilot studies carried out at Aberystwyth in April, 1965 consisted of 24 interviews with randomly-selected undergraduates to test a preliminary questionnaire, and three group discussions with 24 undergraduates on most of the aspects of library use and on selected attitudes.

4. The main survey was arranged as follows:

- (a) a sufficient number of interviews was allocated to each university to enable eventual analysis by individual university;
- (b) a sample of undergraduates was drawn from the lists provided by the universities, by a method of random selection at fixed intervals;
- (c) a total of 1,700 names were selected but, since some students were unavailable because of examinations, further names had to be selected;
- (d) fieldwork was carried out between the 17th May and the end of June, 1965;
- (e) 92.2 per cent. of the target sample was achieved; a total of 1,383 students;
- (f) the sample was 'weighted' prior to analysis, in order to produce a fair representation of the total student populations in the various institutions. (*An explanation and illustration of this are given in the sample details at the end of this annex.*)
- (g) a brief, factual questionnaire was sent to the librarians of all the institutions concerned and the data which these provided were used to give a factual context within which to interpret student statements.

Training in library use received by undergraduates before going up to university

5. Less than half the undergraduates had received such training in school and the proportion was lower among students of applied science than in any other discipline. This was thought possibly to be due to the special nature of this group's sixth form work.

Experience in the use of libraries whilst at school

6. Nearly three quarters of all the students had used their secondary school library, with the higher percentages of use among students of the humanities. (*The percentage of school children using their library was high, compared to the use of university libraries by the same people when they became undergraduates*).

7. 83 per cent. had used a library other than the school library and, in almost all cases, this was a public library. 49 per cent. of undergraduates said that they had borrowed books at least once a week whilst they were at secondary school. (Some of the books may well have been for general reading, since students were not asked what kind of books they had borrowed). 58 per cent. of undergraduates claimed to have used their public libraries whilst at school for the purpose of referring to books. (*Students were grouped according to the occupational category of the head of household. It was noteworthy that almost the only significant factor revealed was that a student whose head of household was in a lower occupational category was less likely to have used public libraries whilst at secondary school*).

The type of library in a university town which undergraduates visited first

8. All undergraduates had access to the main university library, but, the greater the choice of type of library available, the less likely was the student to visit the main library first. There was wide divergence of behaviour in different institutions as is illustrated by the following table:

	LIBRARY			
	Main University	Departmental /Faculty	Other University	Public
University A ¹ (Large) ..	% 34	% 63	% —	% 1
University B (Large) ..	37	29	21	9
University C (Small) ..	84	—	2	11
University D (Small) ..	85	12	—	3

(*The results of these analyses are somewhat misleading because of the differing patterns of departmental and faculty libraries in some institutions, so we have grouped the two together. The high percentages of use of 'other university' libraries in some institutions, such as University B above are due to the number of special libraries which exist in some large cities and also, in some cases, to the use of libraries in halls of residence*).

When undergraduates began to visit main library

9. 14 per cent. of undergraduates had never used the main library and most of these were applied science students. Non-usage was particularly high in three of the older, larger universities. Keele, (*which has a special undergraduate library*) was the only university where all the students had used the main library during their first term, and more than nine out of ten students had done so in Hull and Sussex. Undergraduates reading arts and social sciences were more likely to have used the library during the first term than their counterparts in the pure and applied sciences.

Training in library use received by undergraduates

10. 39 per cent. claimed to have received no such training. Of the remaining 61 per cent., 55 per cent. said that their instruction had been by means of a printed document,

(¹) Universities are referred to in several tables as 'A', 'B', 'C' etc. It does not follow, however, that 'University A' in one table is the same institution as another 'University A' in a different table.

52 per cent. said they had been given instruction by a member of the library staff, and 11 per cent. by a tutor or lecturer. 89 per cent. of those who had been taught had been given this teaching during the first two weeks of their first year.

11. There was again a considerable difference between institutions in the percentages of students who claimed to have had no instruction. Undergraduate claims were not always in agreement with those of the library authorities. (*This may have been due to one or several different factors. A librarian who gave out printed instructions in library use to all new students would certainly have replied in the affirmative to the question of whether he gave instruction. But a new student, inundated with a mass of rules, regulations and instructions on a whole range of topics on first entering a university might well reply, when asked a question some years later, that he had received 'no instruction in library use'. There is again the voluntary nature of library instruction in many institutions; and the compactness or otherwise of the university community might also affect this question. It was interesting also to note from the detailed tables that in those institutions where instruction in library use was given, the students there made much more use of such bibliographical tools as abstracts and indexes.*)

How undergraduates evaluated the training which they received.

12. Of the 61 per cent. who had received instruction in library use, 37 per cent. had found it to be 'useful', 18 per cent. 'not very useful', and 6 per cent. were unable to comment. The main reasons given for not finding the instruction given of much use were as follows:

	Percentage of those finding it not very useful
Information too obvious or too general	30
More practical experience needed to understand the system	23
Too little help on how to find books	17
Too much detail at once	17

How helpful the students found library staff to be

13. 21 per cent. of undergraduates who used the main library said that they were reluctant to put queries to members of the library staff—a reticence unaffected, apparently, by the length of time they had been at university. The main causes of reluctance were the following:

	Percentage of those expressing reluctance
Don't like to bother them	33
They are too busy	20
Prefer to find it myself	17

(*We do not agree that the reluctance to put queries to library staff is unaffected by course year. The detailed tables show that, whereas only 43 per cent. of students in their first year asked for help, this percentage went up to 76 per cent. for fourth-year students. Clearly the needs of a student become more complex the longer he stays at university. Moreover, the results of a later question show that 68 per cent. of fourth-year students had found library staff 'always ready to help', as opposed to 46 per cent. in their first year.*)

14. 59 per cent. of undergraduates using the main library had had occasion at times to ask for help from library staff: all were prepared to say that the staff had always been ready to help them. Only 4 per cent. had found them to be 'not very helpful', although a further 22 per cent. said that, although helpful, the staff were very often too busy to give them all the help which they needed. (*This would suggest that, where practicable, a member or members of staff might be designated for this task.*)

The extent to which students used different types of libraries

15. The proportion of undergraduates who used each type of library during term time was as follows:

Main university library	..	..	79
Departmental and faculty	..	..	74
Other university library	..	..	27
Public library	..	..	49
Other library	..	..	14

There were differences in the level of use of each type of library as between institutions, which reflect differences in availability and also in habit. Students were clearly confused about the type of library they used, sometimes because of terminology in different institutions and sometimes when the main library was 'departmentalised' into a number of buildings. Below are examples of varying levels of use for a selected number of universities.

	LIBRARY					
	Main ¹	Departmental	Faculty	Other University	Public	Other
	%	%	%	%	%	%
University A (new) ..	100	10	—	4	65	—
University B (large) ..	63	56	52	66	24	5
University C (large) ..	61	59	17	9	65	30
University D (large) ..	53	63	14	67	63	16
University E (small) ..	99	45	22	32	19	3
University F (small) ..	98	59	4	67	47	—

It can be seen that a low level of use of the main library, as for instance, in Universities B, C, and D is compensated for by a higher level of use of departmental and faculty libraries, or 'other university'. There is also a comparatively high level of use of public libraries.

16. Fourth-year were more likely than first-year students to use the main university and departmental libraries, but less likely to use the faculty libraries, possibly because faculty libraries often have but minimal collections of basic text-books. Arts students were more likely to use the main library than those in science disciplines but the reverse was true of departmental libraries.

17. The following table shows the frequency with which the three most important types of library were used—the proportions being based on those students who said that they used each of the libraries:

(¹) There was another column for 'college' libraries but, since there might have been some ambiguity as to where the differentiation lay, we have omitted the column. Some students might have interpreted 'college' as 'university', whilst others might have used college libraries, if there were any in their university towns. It was not clear how this was interpreted.

	LIBRARY		
	Main University	Departmental	Public
	%	%	%
Used in term time:			
6 days a week	10	7	1
4-5 days a week	22	16	5
2-3 days a week	21	27	6
1 day a week	17	18	16
Once a fortnight	10	13	25
Once a month	9	11	24
Less often	11	8	24

Frequency of use of the two university libraries was virtually the same, but it was considerably lower for public libraries. The average student using each of the university libraries did so about two or three days a week. The average student using the main university library spent less than five hours a week there; this indicated the extent to which this library was used as a source for borrowing books rather than as a place for protracted study. (*We find the statement that less than five hours a week are spent by the average student in the main library hard to credit. This depends on many factors such as the type of institution, the seating capacity of the library in relation to student population and may also, as was suggested, be related to borrowing. In addition, the average figure hides wide variation between institutions: ranging from 70 per cent. of students at one university who used the library so little, to 27 per cent. at the other end of the scale. Moreover, the tables which show where students did most of the reading for their studies reveal that, at the university where 70 per cent. of the students used the main library for five hours or less a week, most of the reading was done at the halls of residence. This also applied to the other institutions where the main libraries were little used.*)

18. A comparison of the 'profiles' of heavy, medium, light and non-users of the main library brought out some of the characteristics of students which were associated particularly with forms of behaviour. For instance, non-users of the main library were likely to be applied science students in their first year and to be men; they were less likely to have received instruction in library use at school, to have borrowed books at school and to be arts students. 'Heavy' users of the main library were more likely to be arts and social science students.

What the libraries were used for

19. The following table shows the proportion of users of each of the three types of library used more frequently, and the purposes for which they used them.

	LIBRARY		
	Main	Departmental	Public
	%	%	%
Borrow books	83	71	82
Read books from open shelves	85	82	66
Read books from closed shelves	32	18	23
General study	72	66	44

Students who used the main library did so for more purposes than those who used the other libraries; users of public libraries were less likely to read books taken from the open shelves there and to use the library for general study; users of departmental libraries were less likely to borrow the books than were the users of other libraries.

20. The following table gives some examples of the use made of the main libraries in one new, one small and two large universities.

		Borrow books	Open Shelves	Closed Shelves	General Study
University A (new)	..	% 98	% 96	% 19	% 77
University B (small)	..	92	98	38	68
University C (large)	..	82	73	33	73
University D (large)	..	81	72	14	31

The low level of use of closed shelves in University A might well be due to the stage reached at the time of the survey in a new but rapidly-growing library.

21. Students of the arts were more likely to use the main library for borrowing books, whilst students of the social sciences tended more to use books from 'closed' shelves and for general study. The more senior the students, the more likely they were to use the library for all the specified purposes, except for general study.

(We think that much depends here on the students' interpretation on what was meant by 'closed shelves'. If the figures in the above table related to closed stacks, they would be high, but students might in fact have been thinking of books which were in great demand and therefore held on reserve).

How university libraries compared with other places where reading and writing for study projects could be done.

(a) Reading for study projects.

22. 21 per cent. claimed to do most of such reading in the main library, with the highest percentages for students of the social sciences and the lowest for students of applied science. The later the student's course year, the more likely he or she was to use the main library for this purpose. There were differences between universities, ranging from 44 per cent. of students in Sussex who did most of their reading for projects in the main library, to 6 per cent. at Durham. This difference reflected to some extent the university living structure in the two universities: the residential college system at Durham where most of the reading would be done in halls, as opposed to the conditions obtaining at Sussex where many students live at some distance from the campus. This was further illustrated by the fact that, in Durham, 77 per cent. of students did most of their reading in hall or in college, with 1 per cent. in lodgings, compared with 19 per cent. and 25 per cent. respectively in Sussex.

23. A further 13 per cent. did most of their reading in one of the other university libraries, but the most popular place for reading was the student's hall of residence or room in college: this accounted for 30 per cent. of the students, whilst a further 14 per cent. did most of their reading in lodgings. Not surprisingly there was a close relationship, as was suggested above between where students lived and where they did most of their reading, particularly if they lived in a hall of residence or college, with its own studying facilities. 75 per cent. of those living in hall or college did most of their reading there; whilst 40 per cent. of those living in lodgings did most of their reading there.

24. The main reasons given by students for doing most of their reading somewhere other than in a university library were as follows:

	Percentage of students not using a university library
Not so distracting	46
More convenient/university libraries too far	22
Have all my books and notes there	22
I can smoke/eat/drink there	18
More comfortable	18

Students in science faculties were more likely to emphasise the importance of where they kept their own books and notes, and the main reason given by 36 per cent. of students who did most of their reading at home was that they had their meals there.

(b) Writing for study projects

25. Student behaviour in selecting the place in which to do most of their written work was very similar to that involved for their reading. The main university library was used slightly less for writing than for reading, whilst halls of residence and rooms, in college or lodgings, were used rather more. Student reasons for not using a university library as a place in which to do most of their writing fell into a similar pattern to that shown in the table in paragraph 24.

Level of awareness and use of certain library facilities and how these were evaluated.

(a) Books not on open access but obtainable on application

26. When asked what methods of obtaining books were available to them through the main university library, 46 per cent. of undergraduates referred to books not on open access but which could be borrowed on application, and 27 per cent. to books in the same category which could only be read in the library. Only 1 per cent. referred, unprompted, to the existence of the inter-library lending service. A knowledge of the availability of books not on open access was greater in some institutions than in others: 84 per cent. in Hull, compared to 32 per cent. in Liverpool, and 23 per cent. in Edinburgh.

27. When undergraduates were asked a direct question as to whether the main library had 'some books not in open access but which you can get if you ask for them', 58 per cent. of all students (74 per cent. of those using the library) replied in the affirmative. The later the course year, the more likely they were to know of books not on open access. 76 per cent. of fourth-year students were aware of this facility. Arts students were more likely to know than science students.

28. Only 2 per cent. claimed that they asked very often for books not on open access, and a further 2 per cent. 'fairly often'. 74 per cent. never asked for such books at all. The proportion increased with the time students spent at university: 46 per cent. of fourth-year students, compared with only 23 per cent. of first-year students asked for such books occasionally.

29. The main difficulties of getting books on 'closed shelves' encountered by undergraduates were given as follows:

	%
Method too complicated/form filling wastes time	9
Delay in getting books	6
Not enough books/some in short supply	5
Card index and catalogue not helpful enough	4

(We do not find these results very meaningful as between open and closed access for the reasons already given in paragraph 21. There was clearly some confusion in the minds of

students, between closed stacks and books held on reserve. Moreover, the availability of a title is determined by referring to the catalogues and the figures shown in detailed tables on the question do not match those given in later tables on the use of catalogues.)

(b) Borrowing books

30. Virtually all undergraduates borrowed books for their studies from one university library or another; those not borrowing from the main library did so from other libraries within the complex. The number of books on loan from the most heavily used types of library at the time of the interviews was as follows:

				Main library	Departmental library
				%	%
1 or 2 books	..	..	..	17	11
3 or 4 books	..	..	..	11	4
More than 4	..	..	..	8	3
None	..	..	..	29	30

(The high percentage of non-borrowers from either library was, in our view, due to the fact that, for many students, examinations were almost if not entirely over.)

31. The main problems of a loan system were as shown in the following table, and these problems existed for all students, whatever the faculty or course year.

			%
Too few standard books	..	..	31
People not returning books	..	..	13
Too short a loan period	..	..	9

32. The percentage of students who complained that standard works were too few varied considerably in different institutions. (The second column of the table shown below suggests, however, that, where there were relatively few complaints, students were supplementing the resources of the university library with regular use of other libraries—see also paragraph 57).

				Complaints of too few standard works	Use public library in town
				%	%
University A (small)	..	..	..	56	33
University B (small)	..	..	..	54	25
University C (large)	..	..	..	18	44
University D (large)	..	..	..	12	65

(c) Reserving books out on loan

33. Approximately half the students claimed that they never asked for books which were out on loan to be reserved for them. Students of the humanities were more likely to reserve such books than students in science disciplines, and the likelihood increased among all students, the longer they stayed at university: 61 per cent. of fourth-year students reserved books compared with 47 per cent. of first-years.

(The statement that half the students never reserved books which were out on loan is, in our view, misleading, because of the striking variant between universities. This ranged from 84 per cent. in one, to 11 per cent. in another).

(d) Subject catalogue.

34. 62 per cent. thought that their main library had such a catalogue, 10 per cent. thought it had none, whilst 28 per cent. did not know whether it had or not. The

following table shows the proportion of students who gave each of these answers, the real state of affairs as given by the library authorities in each instance, and the overall level of use of the library in each institution.

	Have subject catalogue	No subject catalogue	Don't know	Librarians' replies	Use of library
	%	%	%	%	%
University A (new) ..	96	—	4	Yes	100
University B (small) ..	89	2	9	Yes	95
University C (small) ..	89	3	8	Yes	99
University D (large) ..	33	11	56	Yes	53
University E (large) ..	33	12	55	Yes	65
University F (large) ..	27	31	42	No	50

Not surprisingly, where the use of the library was high and it did have a subject catalogue, the level of correct attribution was high.

35. The majority of students who used the main library used subject catalogues and only 6 per cent. admitted that they found difficulty in doing so. The main difficulty, given by 3 per cent. of all the students, was that subject definitions were not clear.

36. 53 per cent. of those who used subject catalogues had learnt to do so either during their first term or at school; 10 per cent. of those who used these catalogues had not acquired this ability by the end of their second term.

(e) Author catalogue

37. 77 per cent. thought that their main library had such a catalogue; 1 per cent. thought it had none, whilst 22 per cent. did not know whether it had or not. The following table gives a similar form of illustration to that used in paragraph 34. (*On this occasion, lettering of university indicates the same institution in both tables.*)

	Have author catalogue	No author catalogue	Don't know	Use of library
	%	%	%	%
University A (new)	96	—	4	100
University B (small)	96	—	4	95
University C (small)	88	—	12	99
University D (large)	59	—	41	53
University E (large)	81	—	19	65
University F (large)	62	2	36	50

It will be seen that the level of awareness for each university is close to the level of use; it would seem that some students were prepared to assume that the library must have an author catalogue. Awareness of the existence of author catalogues was lowest among applied science students, who were less likely than other students to use the main library. 41 per cent. of applied science students were non-committal. The later a student's course year, the more likely was he to be aware of the existence of an author catalogue, and the level of use was also related to course year.

38. 4 per cent. of students admitted that they had found difficulty in using author catalogues. 65 per cent. of those who used author catalogues had learnt to do so either at school or during their first term at university; 6 per cent. of those who used these catalogues had not learnt to do so by the end of their second term.

(f) Abstracts, indexing journals and other bibliographical tools

39. The proportions of undergraduates who claimed to know of these services were as follows:

			%
Abstract journals	..	..	37
Indexing journals	..	..	33
Others	..	..	22

Other forms of bibliographical tools, such as annual bibliographies in specialist fields were better known among students of the humanities than those of the sciences.

40. Knowledge of indexing journals increased with course year but there was considerable variation between institutions in awareness of the existence of all services. The explanation was thought to lie predominantly in differences in the proportions of undergraduates using the main library, i.e. in variations in the proportion of students who felt unable to say whether their main library had such facilities. (*Moreover, the variations in awareness of the services corresponded with the number of students who had been instructed in library use.*) Only 14 per cent. claimed to have been taught to use these tools; these students were more likely to be arts students.

41. 26 per cent. claimed to have used bibliographical tools, of which 19 per cent. said that they had had difficulty in using them. The main difficulties were locating the material and understanding it once found.

(g) The inter-library loan service

42. 59 per cent. claimed to have heard of this service, mostly senior students of the humanities. Universities with a high awareness of this service among their students included Sussex, Birmingham and Exeter, whilst the percentages were low at Bristol, Glasgow and Leeds.

43. 21 per cent. said that they had used the inter-library loan service, ranging from 54 per cent. at one of the new universities, to 4 per cent. at an older institution. These considerable variations in use matched the differing levels of awareness at the various universities.

44. 24 per cent. of students who had used the service thought it to be unsatisfactory. The main cause for dissatisfaction was that there was so much delay in obtaining books and much more subsidiary complaints were that books could not be renewed or that students had found difficulty in making applications for them.

(h) General layout of the university library

45. 70 per cent. of undergraduates had found the layout of the library easy to follow and 23 per cent. had found it to be difficult. The specific difficulties mentioned were as follows:

	Percentage of all students
Bad signposting	9
Books on same subject separated	5
No subject guide/guide inadequate	4

All university libraries but one were thought by at least one student to have either no subject guide or an inadequate one, with the highest percentage (14%) in one of the large universities.

(j) Hours of opening

46. On the whole, students appeared to be reasonably if somewhat imprecisely aware of the hours during which their main university libraries were open. There were, however, certain exceptions. According to the information provided by librarians, one of the new universities had the only library which was open on Sundays during term. Nevertheless, despite the fact that all the students claimed to have used the library there, 23 per cent. of the students either did not know that it was open on Sundays or said they believed it to be closed. It was also curious that, at another new and at an old university, with the library of neither open on Sundays, 17 per cent. and 11 per cent. respectively of the students there thought it was.

47. The main libraries in all the institutions were open on Saturdays; most had closed by 1 p.m. with the exception of three which remained open until 4.30 p.m. or 5.00 p.m. Awareness among students of Saturday opening hours varied considerably between universities. In one institution, as many as 64 per cent. of the students were not aware that their library was open on Saturdays, compared with only 4 per cent. in another. Although the level of use of some main libraries was higher than others and some university towns contain more alternative library facilities than others—not necessarily hand-in-hand—such differences could not be explained away simply in these terms.

48. Although the peculiarities in awareness of week-day opening hours were fewer, they existed nevertheless. In one university, for instance, 33 per cent. of students thought that the library opened before 9.30 a.m. and closed before 10.00 p.m., whilst 40 per cent. believed it to be open at 9.30 a.m. or later, and to close before 7.00 p.m. Despite some discrepancies, the great majority of students did have a fairly accurate knowledge of week-day opening hours.

49. On the whole the hours of opening of the main library were thought by students to be as convenient if not more so than those of other available libraries. Highest comparative convenience ratings were at two universities which had fewer alternative libraries than most of the other institutions in the survey.

How undergraduates had set about their most recent study projects

50. One factor likely to be of considerable importance in deciding on the service a university library can give is the pattern of demand upon its services; the more students working on the same project at one time, the greater the difficulties of the library services in meeting demand. There were considerable variations in the numbers of students at the time of the survey who had to prepare for particular projects: 15 per cent. were working alone; 13 per cent. were working in conjunction with between 40 and 100 other students on identical projects; whilst a further 6 per cent. were working on the same project as over a hundred other students. (*Comparing the analyses by universities, we found that, whereas percentages in English universities in the groups given of '51-100' and 'more than 100' all preparing a written piece on the same topic were approximately the same, the percentages were very much higher in the four Scottish universities concerned. We also examined the breakdown of these figures by subject, with the following result:*

No. of students on the same topic	English	Modern Languages	History	Economics	Chemistry/ Metallurgy	Physics/ Dynamics	Maths.	Geography
21-40	9	5	1	5	6	3	21	17
41-50	4	7	1	5	3	5	18	3
51-100	9	8	1	4	25	12	21	2
More than 100	7	16	4	6	11	6	9	9
Totals	28	28	9	19	43	36	69	28

It will be seen from these instances that large groups of students—notably of mathematics, chemistry and metallurgy were given work on the same project at the same time although by no means all of these either used the library, or, if they did, took books on loan—see paragraph 53).

51. 39 per cent. of undergraduates had received no advice as to what to read for their project, particularly first and second-year, and applied science students. The main ways in which advice had been received were as follows:

	Percentage of those receiving advice
Tutor	67
Other member of staff	52
Reading lists	38

52. 30 per cent. of all undergraduates and 43 per cent. of science students had not used a library for their most recent projects. Of those who did visit a library, approximately half visited first the main library. It is of interest, perhaps, that as many as 11 per cent. of those who used a library had visited a public library as their first library and the proportion in Manchester who did this was as high as 38 per cent.

53. 60 per cent. of those who had used a library for their last project had taken books out on loan and the later a student's course year, the more likely he was to have done this. The likelihood of a student's borrowing books for a project varied according to discipline—for instance, only 25 per cent. of the mathematics students using a library for a project borrowed books there, compared with 73 per cent. of those working on projects in zoology, botany or biology. (*Taking all the subjects instanced in the table in paragraph 50, the percentages of students borrowing books were as follows:*

<i>English</i>	<i>69 per cent.</i>
<i>Modern Languages</i>	<i>59 per cent.</i>
<i>History</i>	<i>68 per cent.</i>
<i>Economics</i>	<i>59 per cent.</i>
<i>Chemistry</i>	<i>54 per cent.</i>
<i>Physics</i>	<i>50 per cent.</i>
<i>Mathematics</i>	<i>25 per cent.</i>
<i>Geography</i>	<i>63 per cent.)</i>

54. The major source of books for loan was the main library: 24 per cent. of all students and 57 per cent. of those who had borrowed books had taken them from the main library. The second most frequent source was departmental libraries—9 per cent.—with fourth-year students particularly likely to borrow from these libraries.

55. 63 per cent. had used source material other than borrowed books for their most recent project at the time. The other material consisted predominantly of the students' own textbooks or notes, and this was mentioned by 42 per cent. Other main sources were as follows:

	%
Reference books/books used in library	9
Advice from other students	7
Books borrowed from or shared with others ..	6

56. Students were asked not only about their most recent projects but also about their general procedure for finding out what material the library might have on a topic new to them. The various methods and proportions are shown in the following table:

Subject catalogue or index	%
Asking tutor or lecturer	53
Asking library staff	51
Searching the shelves	50
Asking other students	41
	40

Difficulties encountered by students in obtaining needed books

57. 38 per cent. of undergraduates said that, on the whole, they had found it difficult to obtain in time the books which they needed for their studies. Percentages were much higher in the humanities than in the pure and applied sciences. (Arts: 45 per cent.; social studies: 50 per cent.; pure science: 31 per cent.; applied science: 29 per cent.) There were differences between universities as shown in the following table. (*We have added three columns to the original table to show—see also para. 32—that, in institutions where students had less difficulty in obtaining the tools they needed, recourse was being had to other university and public libraries.*)

	Difficulty in obtaining books	(a) Use public library in town	(b) Use other university library	(a) + (b)
	%	%	%	%
University A (small) ..	59	42	27	69
University B (small) ..	58	33	13	46
University C (large) ..	24	65	9	74
University D (large) ..	18	24	66	90

These differences cannot be explained in terms of the pattern of demand for books—i.e. in terms of the different proportions of students working on the same project in conjunction with varying numbers of their fellows. It seems likely that the differences reflect the extent to which key books are stocked and the other sources available to students.

58. The main difficulty quoted by undergraduates was that not enough copies were available—in other words, that too many students needed the same book. This accounted for 32 per cent. of all students and for 83 per cent. of those who had found difficulty in getting books. A connected difficulty, mentioned by 5 per cent., was that there was a long waiting list and therefore the books arrived too late; 3 per cent. said that the library did not have some of the books recommended to them. (*In this latter connection we asked for a list of the actual titles which students had claimed were not in a specific library, and this list was then examined by the Librarian concerned. We quote a few instances which show both lack of ability in the use of a library and how inaccurately the students had noted the details of their requirements.*)

Title given	Author given	Librarian's comments
<i>Equity</i>	Maitland	Seven copies in Law Library, three in Main Library.
<i>Free Radical Reactions</i> ..	Steacle	Three copies in Main Library, one in Chemical Engineering.
<i>Geomorphology of the Earth</i> ..	King	Three copies. Correct title: <i>The Morphology of the Earth</i> .
<i>Alicyclic Chemistry</i>	Whitman	In stock. Correct name of author: Whitham.
<i>Digressions on Beowulf</i> ..	Brodour	Brodour writes on <i>Beowulf</i> but this book is by Bonjour.
<i>Managerial Economics</i> ..	Dean	Four copies in Main Library, two in Institute of Engineering Library.

59. In 37 per cent. of instances, a book which had not been obtained at a university library was obtained elsewhere: this included 8 per cent. of cases where a book was bought, and 9 per cent. where it was acquired from other students. In an additional 22 per cent. of instances, an adequate substitute for the book required was obtained. *(This left 41 per cent. of instances when the book required, or an adequate substitute, was not obtained in time to meet the student's needs.)*

60. In 77 per cent. of instances students had tried the main library and, of those 60 per cent. said that the main library did have the book, but that it was not available.

Difficulty in finding places in which to study in the main library

61. Undergraduates were asked whether, when they wished to work in the main library, they found places to work 'always', 'usually', 'sometimes', or 'never'. 22 per cent. replied that they did not use the main library. 60 per cent. of those who did said that they always found a place there; 30 per cent. 'usually'; 9 per cent. 'sometimes'; and 1 per cent. 'never'. *(There was an understandably great variation between older and newer universities in their abilities to meet student needs in accommodation, ranging from 93 per cent. in one of the new institutions, where students 'always' found a place to a mere 8 per cent. in a much older university.)* It seems not unreasonable to suppose that these differences between institutions were connected with different ratios between student numbers and the number of places in university libraries. *(It has certainly become evident to us that, in many universities, seating accommodation in libraries does not appear to take student numbers into account at all and certainly bears no relation to it.)*

The extent of book acquisition by undergraduates

62. The average student had acquired 10.92 books in the course of the academic year. Students were more likely to buy books in their earlier years at university; the average first-year student had acquired 14.56 books compared with a third-year-student figure of 6.22 books. 10 per cent. of third-years as opposed to only 2 per cent. of first-years had acquired no books at all during the year. The average arts student had bought 19.5 books during one year compared with 7.00 books bought by the average student of applied science. *(It should, however, be noted that the cost of books in science is considerably higher as was shown by later tables; students of the humanities bought many more books in lower and medium price ranges than did students in science disciplines.)*

63. There were considerable variations between universities, for instance:

	Median number of books
University A (new)	20.33
University B (new)	20.08
University C (large)	7.67
University D (small)	6.27

64. There was no evidence that the extent of book acquisition was related to difficulties in finding a place to study in the main library; there was some suggestion of a relationship between the acquisition of books and difficulties in obtaining books within the library system; some variation would be expected due to differing faculty compositions of the various universities.

65. The following table shows the proportion of students who, during the year, bought books within three prescribed price ranges, and the average number of books acquired.

	Percentage acquiring	Average number acquired
Books under 7/6d.	55	4.7
Books from 7/6 to 21/-d.	77	5.0
Books over 21/-d.	82	5.2

The proportion of students buying books within all the price ranges declined with the time spent at university: 42 per cent. of third-year students, compared with 62 per cent. of first-years had bought books costing less than 7/6d. during the year.

66. The students claimed that the books which they had bought represented a high proportion of the books which they had needed for their studies: 53 per cent. of students claimed that the books accounted for more than half those which they had needed. This claim was more likely to have been made by science students than by those of the humanities.

Why books were acquired

67. The main reason for buying books was said to be a feeling by students that they had to possess certain basic text-books: 54 per cent. explained the acquisition of their own books in these terms. Several other reasons given for acquiring books, such as 'use them a lot', 'books will be useful later on' were connected with the main reason, whilst others included:

	%
They were recommended	24
For convenience/unrestricted use	21
Like to acquire books	16
Need not use university library	14

It would seem likely that the desire to acquire books was related to the inability of the library system to satisfy the needs of students. There were probably however, certain 'satisfactions' which no library system could meet, however well-endowed: these satisfactions included not only extra freedom of use but pleasure in acquisition and ownership.

General attitudes of students towards the main library and libraries in general

68. 47 per cent. of undergraduates felt that they were not getting the best out of the main library. 31 per cent. explained this in terms either of personal deficiencies such as laziness, or of personal circumstances, such as already having the books which they needed. 16 per cent. blamed this condition on the library for a variety of causes which they had found frustrating or confusing. By far the most common of these was that they could not get the books which they wanted. The facts that the library was too crowded and that signposting was not sufficiently clear were also criticisms which were frequently made. Others included:

could not find the books quickly enough,
not open long enough, and
noise/distractions by other students.

69. 72 per cent. had suggestions to make for improving library services, and those made most frequently were:

	%
More copies of standard books	17
Clearer labelling/signposting	17
More comfortable	14
More accommodation/working space ..	13

They were also asked to suggest desirable amenities which were not always to be found in their own libraries. Those which were most often suggested were:

	%
Individual reading or study rooms	22
Good lighting	21
Good ventilation/heating/air-conditioning ..	20
More space in which to work	18
Quietness/sound proofing	18
More comfortable furniture	18

It is of interest to note that 9 per cent. of students mentioned 'toilets' and 6 per cent. 'cloakrooms' as amenities which were not always found in a library. Clearly a lack of amenities could be a deterrent to efficient library use.

70. Finally, undergraduates were asked which of a number of alternatives they associated with libraries in general, for instance, did they find libraries depressing or stimulating; good for working in, or not; or as crowded places or places where there was plenty of room. It was found that different attitudes were related to different levels of usage of the main library. The more frequently the main library was used, the more stimulating libraries were held to be and the better as places in which to work, but, the more frequently this library was used, the less likely were libraries held to have plenty of room.

SAMPLE DETAILS

1,383 undergraduates were interviewed. The weighted and unweighted numbers with- in each classifying group are given below.

UNIVERSITIES						Weighted*	Unweighted
Birmingham	..	..	..	..	..	124	58
Bristol	..	..	..	..	..	110	60
Durham	..	..	..	..	..	68	68
Exeter	..	..	..	..	..	66	62
Hull	..	..	..	..	..	83	45
Keele	..	..	..	..	..	36	46
Leeds	..	..	..	..	..	172	64
Leicester	..	..	..	..	..	64	62
Liverpool	..	..	..	..	..	122	62
London	..	..	..	..	..	419	68
Manchester	..	..	..	..	..	227	48
Newcastle	..	..	..	..	..	114	55
Nottingham	..	..	..	..	..	100	66
Reading	..	..	..	..	..	58	55
Sheffield	..	..	..	..	..	108	57
Southampton	..	..	..	..	..	73	54
Sussex	..	..	..	..	..	33	48
						Weighted*	Unweighted
Wales	..	..	..	..	..	252	67
Aberdeen	..	..	..	..	..	84	81
Edinburgh	..	..	..	..	..	166	53
Glasgow	..	..	..	..	..	162	51
St. Andrews and Dundee	..	..	..	..	..	97	72
Strathclyde	..	..	..	..	..	88	81

*Weighting is a statistical device to facilitate sampling procedures. This was necessary here because of the considerable differences in the size of the institutions concerned. The actual number of students interviewed in Keele, for instance, was 46, and in London, 68. The London weighting had therefore to be increased and the Keele figure decreased in order to make a fair representation of the total student population in the respective institutions.

FACULTY						Weighted	Unweighted
Arts	..	..	..	..	..	949	509
Social Studies	..	..	..	..	..	399	186
Pure Science	..	..	..	..	..	887	410
Applied Science	..	..	..	..	..	564	266
Uncertain	..	..	..	..	..	27	12
COURSE YEAR							
First	..	..	..	..	..	1,154	563
Second	..	..	..	..	..	869	422
Third	..	..	..	..	..	680	332
Fourth	..	..	..	..	..	109	60
Fifth or more	..	..	..	..	..	14	6
SEX							
Male	..	..	..	..	..	1,858	876
Female	..	..	..	..	..	968	507

Appendix 4

NATIONAL CENTRAL LIBRARY SURVEY

(The survey relates to the loan applications dealt with by the Library in the period January to June 1964. The original document, as submitted by the NCL, has been edited to include only the Tables most relevant for the Committee's purposes).

I. Introduction

The survey provides statistical evidence on four main aspects of inter-library lending:

- (1) The distribution of applications by subject, date of publication, language, and type of publication, and the relative difficulty of supplying these.
- (2) The speed of supply of books by the present system.
- (3) The methods of search at present used by the NCL and their effectiveness.
- (4) The participation of each type of library, both as borrower and as lender.

Although certain tables give results specifically for university libraries, in many cases the figures relate to applications from all types of library. It is, however, in general true to say that in most cases there is not a significant difference in the results for university libraries as compared with those for other libraries.

II. Analysis by subject, date of publication, language and type of publication.

A table of basic statistics giving figures of applications received, satisfied and not satisfied is given in Table 1, below.

TABLE 1

BASIC STATISTICS						
Subject	Applications from					
	University Libraries			All Libraries		
	satisfied	unsatisfied	% satisfied	satisfied	unsatisfied	% satisfied
Science & Technology	4251	1419	75	15843	4330	78.5
Other subjects ..	6326	1926	76.8	26683	7046	79.1
Total ..	10577	3345	75.8	42526	11376	78.9

Tables 2 and 3 give total applications and failures analysed, respectively, by date of publication and language groups.

TABLE 2

BASIC STATISTICS: DATE OF PUBLICATION

	Applications received	Not satisfied	Failure rate %	% of all failures (excl. undated)
-1799 ..	482 (167)	90 (43)	18.7 (25.7)	0.8 (1.3)
1800-1849 ..	1402 (389)	337 (99)	24.0 (25.4)	3.1 (3.0)
1850-1899 ..	4165 (1105)	950 (315)	22.8 (28.5)	8.7 (9.6)
1900-1909 ..	2164 (551)	416 (127)	19.2 (23.0)	3.8 (4.0)
1910-1919 ..	2350 (606)	443 (132)	18.9 (21.8)	4.1 (4.0)
1920-1929 ..	4289 (1016)	766 (223)	17.9 (21.9)	7.1 (6.8)
1930-1939 ..	6114 (1487)	1207 (338)	19.7 (22.7)	11.1 (10.3)
1940-1949 ..	6411 (1579)	1386 (339)	21.6 (25.3)	12.8 (12.1)
1950-1959 ..	13636 (3761)	2416 (777)	17.7 (20.7)	22.2 (23.6)
1960-1964 ..	11358 (3099)	2862 (835)	25.2 (26.9)	26.3 (25.9)
No date ..	1551 (198)	503 (57)	—	—
TOTAL ..	53902 (13958)	11376 (3345)	21.1 (24.0)	100.0 (100.0)

Figures for university libraries in brackets.

TABLE 3(a)

BASIC STATISTICS: LANGUAGE GROUPS

(a) Applications received

	From Univ. libs.	From all libs.	Univ. libs. as % of whole	% of total Univ. appls.	% of all appls.
<i>English language</i>					
Published in G.B. ..	*	22593	*	*	41.9
Published in U.S.A. ..	4766	17801	26.8	34.2	33.0
Published other countries	*	3051	*	*	5.7
TOTAL English language	9288	43445	21.4	66.6	80.6
Romance languages ..	2058	4698	43.8	14.7	8.7
Germanic languages ..	2101	4256	49.4	15.1	7.9
Slavonic languages ..	295	883	33.4	2.1	1.6
Other languages ..	216	620	34.8	1.5	1.2
TOTAL	13958	53902	25.9	100.0	100.0

*Figure not known. These 2 groups together total 4522 (=17.6% of applications by all libraries for these groups, and =32.4% of all university applications).

TABLE 3(b)

(b) Failures

	Univ. libs.	All libraries	Failure rate %		% of all failures	
			Univ. libs.	All	Univ. libs.	All
<i>English language</i>						
Published in G.B. ..	*	2427	*	10.7	*	21.3
Published in U.S.A. ..	1191	4823	25.0	27.1	35.6	42.4
Published other countries	*	823	*	26.9	*	7.2
TOTAL English language	1821	8073	19.7	18.6	54.4	70.9
Romance languages ..	684	1464	33.2	31.2	20.5	12.9
Germanic languages ..	640	1288	30.5	30.3	19.1	11.3
Slavonic languages ..	122	337	41.4	38.2	3.7	3.0
Other languages ..	78	214	36.1	34.5	2.3	1.9
TOTAL	3345	11376	24.0	21.1	100.0	100.0

*Figure not known. These 2 groups together total 630 (=18.8% of all university library failures, with a failure rate of 13.9%).

These tables show that university library applications follow in general a similar pattern to the whole, with the exception that university libraries request a disproportionately high share of foreign language books. They also show that there is no significant difference in the failure rate by main subjects.

About half of the English language requests relate to items published outside the U.K. As far as failures by language groups are concerned, it is clear that the major problem is that of these books; they represent about 50 per cent. of all failures, most of these being American publications. The total for all foreign languages is just under 30 per cent. of the failures, mostly publications in the Romance and Germanic languages.

III. Speed of Supply

Table 4 relates the time taken to satisfy requests to the date of publication. This shows that the slowest service is given for pre-1800 books (which might be expected) and current publications (1960-64).

TABLE 4

APPLICATIONS RECEIVED		TIME TAKEN TO SUPPLY, CORRELATED WITH DATE OF PUBLICATION							
Date of Publication	Total No. Supplied*	Supplied in 1 day		Supplied within 1 week		Supplied within 2 weeks		Time taken: 6 weeks or longer	
		No.	% of total	No.	% of total	No.	% of total	No.	% of total
-1799	320	33	10.3	101	31.6	163	50.9	48	15.0
1800-1849	899	67	7.5	331	36.8	614	68.3	60	6.7
1850-1899	2723	277	10.2	1094	40.2	1894	69.6	190	7.0
1900-1909	1513	199	13.2	624	41.2	1068	70.6	91	6.0
1910-1919	1644	243	14.8	725	44.1	1155	70.3	106	6.5
1920-1929	3030	573	18.9	1369	45.2	2100	69.3	207	6.8
1930-1939	4174	710	17.0	1886	45.2	2945	70.6	273	6.5
1940-1949	4284	726	16.9	1964	45.9	3025	70.6	357	8.3
1950-1959	9371	1108	11.8	3989	42.6	6532	69.7	736	7.9
1960-1964	6844	431	6.3	2395	35.0	4014	58.7	922	13.4
No date	795	49	6.2	314	39.5	540	67.9	52	6.5
TOTAL	35597	4416	12.4	14792	41.6	24050	67.6	3042	8.6
University library appls. only	8757	863	9.9	3580	40.9	5860	66.9	778	8.9

*Excluding those for which the time taken was unknown.

TABLE 5

APPLICATIONS SATISFIED FROM THE FIRST CATALOGUE LOCATION TRIED

Library	No.* supplied	Percentage by return**	Supplied within 1 week	Supplied within 2 weeks
NCL stock	6987	60.9	79.0	84.0
Other National Libraries	636	—	44.2	81.8
University libraries	7371	0.9	53.9	86.3
CAT's	117	1.0	60.8	89.2
Other Colleges	568	0.8	57.8	90.6
Public libraries	4538	0.9	40.2	78.5
Government libraries	947	0.5	62.4	87.0
Learned societies, research associations, etc.	2090	0.6	47.4	78.7
Commercial organisations	449	0.5	62.5	89.9
Overseas libraries	82	—	9.8	24.6
Types of library unknown	2319	1.5	36.7	81.5
TOTAL	26104	18.8	57.6	83.4

*Excluding those for which the time taken is not known.

**The proportion satisfied by return by libraries other than the NCL must inevitably be very small because at least 1 day is needed to pass on the application to these libraries; those which were supplied would be urgent requests, when a telephone or telex message was sent asking the library concerned to despatch the book immediately.

Table 5 shows quite clearly that only where the work requested is available from the NCL's own stock can a very rapid service be given. Table 6 gives a similar analysis, but in more detail and not related only to first locations tried, for university library requests and shows the same result.

TABLE 6

TIME TAKEN TO SATISFY UNIVERSITY APPLICATIONS (JANUARY-JUNE 1964)

Supplying Library	A	B	C	D		E
	%* supplied within one week	%* supplied later but within two weeks	%* supplied after more than two weeks	Total supplied for which time is known		number for which time is unknown
				No.	%*	
NCL	12.1	0.6	3.5	1420	16.1	14
Other National Libraries ..	0.7	0.9	1.1	236	3.3	119
University Libraries ..	16.0	13.3	11.3	3556	40.5	725
CAT's	0.2	0.1	0.1	38	0.4	9
Other Colleges	0.9	0.5	0.2	145	1.7	26
Public Libraries	3.9	4.1	3.3	983	11.1	132
Regions**	1.2	1.9	1.0	362	4.1	143
Government Libraries ..	2.2	1.6	1.6	473	5.3	119
Learned Societies, Research Associations, etc. ..	3.1	2.4	2.7	715	8.1	183
Other Special Libraries ..	0.5	0.4	0.5	125	1.4	20
Overseas Libraries	(0.01)	0.2	7.7	688	7.8	360
Unknown	(0.02)	0.1	0.1	16	0.2	6
TOTAL	40.8	26.1	33.1	8757	100.0	1856

NOTES

* % of total in column D, i.e. excluding those for which supply time unknown.

** These applications were satisfied by Regional Systems at the request of the NCL, but supplying library not notified—majority probably supplied by public libraries.

IV. Methods of search and their effectiveness

The NCL uses basically two methods:

- (1) Union catalogues (including the catalogue of NCL stock).
- (2) 'Speculative' approaches, i.e.:
 - (a) the sending of requests to libraries known to specialise in the particular subject; and
 - (b) the circulation of lists of wanted books to groups of libraries, particularly university libraries.

Tables 7, 8, and 10 relate the use made of the union catalogues and speculative approaches, to the date of publication of the material sought.

Table 7 gives an analysis of the effectiveness of the union catalogues in producing locations to be tried in attempting to get the required work supplied.

TABLE 7

LOCATIONS TRACED BY MEANS OF UNION CATALOGUES

Date of Publication	SUPPLIED					Items located in cat. but not available from any location	Total items found in catalogue	Total applcs. received	% of items cat. to applcs. received	% of applcs. supplied from cat. locations
	By NCLs	By other 1st locations	By 2nd locations	By 3rd locations	By 4th location	By 5th or later location				
-1799	62	158	36	12	4	1	49	482	66.8	56.6
1800-1849	145	518	108	28	5	2	160	1402	69.0	57.6
1850-1899	537	1543	316	73	24	4	437	4185	79.4	60.0
1900-1909	365	804	170	60	12	8	265	2164	73.0	65.6
1910-1919	383	902	197	71	14	3	211	1801	76.6	66.8
1920-1929	852	1558	350	117	23	12	594	3106	77.4	67.2
1930-1939	1100	2258	563	176	40	21	625	4792	74.4	68.2
1940-1949	1085	2295	540	178	36	24	616	4411	74.5	64.9
1950-1959	1844	5287	1250	384	124	68	1215	13636	74.0	65.8
1960-1964	555	3384	853	323	104	64	1147	11358	56.6	46.5
No date	90	372	98	238	6	10	156	1551	40.0	38.9
TOTAL	7027	19079	4481	1461	392	222	5145	37807	70.1	60.6

TABLE 8

FAILURES OF LOCATIONS

Date	Total locations found (other than NCL)	First location failures	
		No.	%
-1799	260	102	39.2
1800-1849	822	304	37.0
1850-1899	2397	854	35.6
1900-1909	1259	455	36.1
1910-1919	1418	516	36.4
1920-1929	2454	896	36.5
1930-1939	3683	1425	38.7
1940-1949	3693	1398	37.9
1950-1959	8249	2962	35.9
1960-1964	5875	2491	42.4
No date	670	298	44.5
TOTAL	30780	11701	38.0

Table 8 shows the failure of the first library tried (excluding loans from NCL stock) to lend the work required.

Table 9 relates union catalogues and speculative approaches to the language groups of publications required.

TABLE 9

CATALOGUE LOCATIONS AND 1ST LOCATION FAILURES
(BY LANGUAGE)

	English			Romance	Germanic	Slav.	Others	Total
	G.B.	U.S.A.	Other					
Total applications received	22593	17801	3051	4698	4256	883	620	53502
Total items located	18762	11857	1878	2507	2206	297	300	37807
% for which cat. locations found	83.0	65.1	61.6	53.4	51.8	33.6	48.4	70.6
Total with location outside NCL	14346	9355	1627	2182	1963	270	284	30027
No. supplied by 1st location	13613	7849	1182	1647	1426	219	170	26106
No. of 1st location failures	5149	4008	696	860	780	78	130	11701
% of 1st location failures	35.9	42.8	42.8	39.4	39.7	28.9	45.8	39.0

Table 10 gives a breakdown by date of publication of the use of catalogue entries and speculative approaches in satisfying requests. It will be seen that the greatest reliance on the latter method is in the case of current books (1960-64) and pre-1800 books—a corollary of the figures given in Table 7.

TABLE 10

METHOD OF SATISFYING APPLICATIONS

Date of publication Satisfied	~1799 %	1800-49 %	1850-99 %	1900-99 %	1910-19 %	1920-29 %	1930-39 %	1940-49 %	1950-59 %	1960-64 %	TOTAL	
											No.	%
By copy in NCL stock*	12.9	10.3	12.9	16.9	16.3	20.0	18.1	16.9	13.5	11.8	7127	13.2
By other libraries (from 1st catalogue location)	32.7	37.0	37.0	37.1	38.4	36.5	37.0	35.8	38.8	23.2	18979	35.2
By other libraries (from 2nd catalogue location)	11.0	10.3	10.1	11.6	12.1	11.7	13.1	12.2	13.5	11.8	6356	12.2
By other libraries (from 3rd catalogue location)	24.7	18.4	17.2	15.2	14.3	13.9	12.1	13.5	16.5	28.3	9111	16.9
Purchased by NCL*											753	1.4
TOTAL SATISFIED	81.3	76.0	77.2	80.8	81.1	82.1	80.3	78.4	82.3	74.8	42526	78.9
NOT SATISFIED	18.7	24.0	22.8	19.2	18.9	17.9	19.7	21.6	17.7	25.2	11376	21.1
TOTAL APPLICATIONS	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	53902	100.0

*It is not possible from the figures available to allocate those requests satisfied by the NCL's purchase of a copy at the time of the request by date of publication; the majority will be books published in 1960-64.

V. Source of loans

Tables 11 and 12 give the relationships between the various types of library as sources of loans, by subject and language respectively. University libraries are shown to be the group which lends most.

TABLE 11

SUPPLYING LIBRARY BY SUBJECT (% of successful applications)

	NCL.	Nat.	Univ.	CAT's & Colls.	Public	Un- known†	Govt.	Learned Soc. etc.	Com- mercial	Over- seas
General	16.5	3.9	31.8	*	18.3	10.4	*	9.2	*	7.5
Philosophy	25.3	*	37.1	*	16.8	7.6	*	7.7	*	3.2
Religion	20.8	*	22.4	3.1	22.3	11.3	*	13.7	*	4.8
Social Sciences	24.4	*	30.6	2.4	16.3	7.3	4.9	9.0	*	2.9
Philology	11.9	*	57.5	*	14.3	5.9	*	2.9	*	4.7
Pure Science	15.6	6.9	33.8	3.9	10.3	5.1	6.7	7.3	4.3	6.2
Applied Science—										
General	9.2	13.4	23.7	3.4	9.9	2.3	15.6	11.1	*	9.5
Medicine	10.0	2.9	43.4	2.2	8.2	4.0	6.3	11.5	2.1	9.7
Engineering	14.2	11.4	15.0	6.7	16.7	5.6	11.6	7.1	5.8	5.7
Applied Science—										
Remainder	10.5	4.6	18.0	4.8	14.2	5.8	13.4	17.2	5.2	6.3
Fine Arts	22.5	*	14.9	*	37.9	10.8	2.4	4.2	*	3.8
Literature	15.1	*	37.4	*	25.0	9.8	*	5.1	*	4.9
History (excl. American)	21.9	*	23.6	*	24.8	13.8	2.2	8.1	*	3.6
American History	24.4	*	21.1	*	15.3	11.4	4.2	16.7	*	5.8
All Applied Sciences	11.4	6.4	26.8	4.4	12.6	5.0	9.0	11.8	4.1	7.5
All Science & Technology	13.3	6.6	30.0	4.2	11.5	5.0	7.9	9.7	4.2	6.8
Non- Scientific	21.2	1.1	28.7	1.5	22.5	10.0	2.8	7.9	0.5	4.1
Humanities	20.1	1.3	28.0	1.2	24.8	11.0	1.5	7.4	0.1	4.4
Average	18.3	3.2	29.2	2.5	18.4	8.2	4.7	8.5	1.9	5.1

†—Mostly via the Regions. Library unknown.

*—Less than 2.0%.

TABLE 12

SUPPLYING LIBRARY (by language)

	NCL	Nat.	Univ.	CAT's & other Colls.	Public	Un- known (largely Regions)	Govt.	Learned Soc. etc.	Com- mercial	Over- seas
G.B.	21.9	1.9	19.9	2.8	29.2	12.4	3.6	7.1	1.0	0.1
U.S.A.	19.3	3.6	35.3	2.8	11.0	5.2	5.8	9.3	3.1	4.5
Other English	11.3	5.0	36.8	1.7	7.1	2.8	14.4	12.9	2.4	5.5
Romance	10.0	3.8	46.5	1.5	5.5	4.4	2.4	9.2	0.9	15.7
Germanic	8.2	3.9	43.8	1.5	4.4	2.3	3.0	10.0	1.9	21.1
Slavonic	4.9	17.6	15.6	—	1.3	1.6	3.1	13.0	0.5	42.3
Other										
European	6.1	16.7	24.6	3.5	4.4	6.1	4.4	12.3	—	21.9
Others	0.9	19.8	37.3	0.9	2.8	1.9	9.0	8.0	0.9	18.4
Average (All languages)	18.3	3.2	29.2	2.5	18.4	8.2	4.7	8.5	1.9	5.1

Table 13 gives the figures for loans made to and by university libraries.

TABLE 13

UNIVERSITY LIBRARIES

Sources of books borrowed and destination of books lent.

Type of Library	Loans to University Libraries		Borrowed from University Libraries	
	No.	% of total University borrowings	No.	% of total University loans
NCL	1434	13.51	5	0.04
Other National Libraries	355	3.34	19	0.15
University libraries	4281	40.34	4281	34.44
CAT's	47	0.44	269	2.16
Other colleges	171	1.61	943	7.59
Public libraries	1115	10.51	4621	37.18
Regions*	505	4.76	—	—
Government libraries	592	5.58	518	4.17
Learned Societies, Research Associations, etc.	898	8.46	473	3.80
Other special libraries	145	1.37	575	4.63
Overseas	1048	9.87	718	5.78
Unknown	22	0.21	7	0.06
TOTAL	10613	100.00	12429	100.00

* These applications were satisfied by Regional Systems at the request of the NCL, but actual supplying library not notified—majority probably supplied by public libraries.

VI. NCL Stock

The NCL had by 1941 built up a central loan collection of over 175,000 volumes; this was reduced overnight by an air raid to about 70,000 volumes. By 1964, it had grown to about 300,000 volumes.

Appendix 5

REPORT BY BIRMINGHAM UNIVERSITY LIBRARY ON SURVEYS CARRIED OUT IN 1964 ON THE USE OF THE LIBRARY BY UNDERGRADUATES, GRADUATE STUDENTS AND STAFF

In May and July, 1964, surveys of the use of Birmingham University Library were carried out jointly by the library staff and the staff of the National Lending Library for Science and Technology. During one week in May, a sample of 1393 undergraduates leaving the library was interviewed, and during one week in July a sample of 496 graduate users (i.e. post-graduate students and academic staff) was similarly interviewed. The two questionnaires used are appended. At the time the total number of undergraduates in the University was 3,774 to which were added for the purpose of the survey 211 Education post-graduate students making a total of 3,985; there were 1,589 post-graduate students and staff.

A. MAIN RESULTS

(Note: All figures in this section are *percentages*. U stands for the undergraduate and G for the graduate survey).

Purpose for which the Library was visited

The purposes for which the library was visited were as follows:

							U	G
A.	To consult known publications ;	..	..	..	..	..	32	65
B.	To look for references on a subject	..	..	..	..	..	14	23
C.	Other reasons	..	..	..	..	..	54	12

The high proportion of undergraduates visiting for 'other reasons' is explainable as students revising their own notes for forthcoming examinations. The ratios A/B for undergraduates and graduates are similar—between two and three times as many visitors came to consult known items as came to hunt for references.

Searches for specific items

Most of the subsequent analysis concerns the search for known publications. On average, the undergraduates sought 2 and the graduates 3 items per visit. The graduates wished to borrow more and consult on the premises less than the undergraduates.

							U	G
Sought for consultation	..	..	..	..	..	..	73	51
Sought to borrow	..	..	..	..	..	..	27	49

Success in finding specific items sought was reasonably high—88 per cent. among undergraduates, 83 per cent. among graduates.

An analysis of the percentages of success according to *Reading Rooms* is as follows:

a. Pure and Applied Sciences

G = 91 per cent. U = 80 per cent.

b. Social Sciences (incl. History and Geography)

G = 86 per cent. U = 80 per cent.

c. Languages and Literatures

G = 81 per cent. U = 91 per cent.

d. Philosophy, Theology and Education

G = 67 per cent. U = 90 per cent.

e. Other (Unspecified)

G = 62 per cent. U = 67 per cent.

Failures to find specific items

For each group, a sample of the items not found was investigated in detail with the following results:

					U	G
Found by users	..	..	..	..	88	83
On loan when required	..	..	..	..	3.5	1
At binders when required	..	..	..	..	0	1
Known to be missing	..	..	..	..	0	0.5
Copy in department	..	..	..	..	0	1
Not held by library	..	..	..	..	3	7
Possibly available	..	..	..	..	5.5	6.5

The items 'possibly available' were recorded in the catalogue as being held, and were not known to be on loan, at binders or missing. There is a strong presumption that they were available but were overlooked by the users.

This presumption is made more tenable by an analysis of the search methods used by those who failed to find specific items.

					U	G
Looked on shelf	..	..	..	..	100	61
Looked in catalogue	..	..	..	..	20	64
Asked library staff	..	..	..	..	8	2

Less than 30 per cent. of the unsuccessful undergraduates looked further than the shelf. The graduates used the catalogues and the services of library staff more readily. Analysis shows that items on the shelf and in the catalogues were overlooked by some users.

Future action by unsatisfied users to acquire specific items was recorded as follows:

					U	G
Try shelf later	..	..	..	..	21	24
Ask library to reserve	..	..	..	..	7	6.5
Ask for interlibrary loan	..	..	..	..	1.5	25
Ask another user	..	..	..	..	8	6.5
Try Department	..	..	..	..	7	11
Try elsewhere..	..	..	..	..	9	13
Buy a copy	..	..	..	..	1	0
No action	..	..	..	..	20	11

A proportion of both undergraduates and graduates decided to give up the search. Another look at the shelf was the most popular way of renewing it. The graduates planned to make much more use of inter-library loan. The general impression is of lack of thoroughness in searching, and insufficient use of the services of the library staff.

Searching for references

Less analysis was possible of the results of searches for references to unknown publications. The success rates were 71 per cent. for undergraduates and 76 per cent. for graduates. The search habits were as shown below (the U figures refer to the habits of unsatisfied searchers; the G figures cover both satisfied and unsatisfied, between whom there was no significant difference).

	U	G
Looked on shelves	92	72
Looked only on shelves	65	58
Consulted author catalogue	18	8
Consulted subject catalogue	7	10
Consulted bibliographic reference tool	7	28
Asked library staff	5	3

Once again heavy dependence on shelf search is shown. Graduates made more use of bibliographic tools than undergraduates, and the major type of tool used by the former was the abstract journal (particularly Chemical Abstracts).

B. USE BY UNDERGRADUATES

During the week of the survey, 1,393 interviews were conducted. The purposes of visiting the library were as follows:

To consult known specific item(s)	444 = 32 per cent.
To locate items—topic(s) only known	189 = 14 per cent.
Reasons invalid for survey	760 = 54 per cent.

Searches for specific items

Among the 189 visits to search for information on a topic, 129 resulted in the identification of specific references, so that the total number of visits in which specific items were sought was $444 + 129 = 573$.

These 573 users sought 1,262 items, an average of 2 items per visit. Of these 1,262 items, 921 (73 per cent.) were required for consultation in the library, and 341 (27 per cent.) for borrowing. The degrees of success in the search were as follows:

For consultation	
Found	837 = 91 per cent.
Not found	84 = 9 per cent.
For borrowing	
Found	277 = 81 per cent.
Not found	64 = 19 per cent.
Totals	
Found	1114 = 88 per cent.
Not found	148 = 12 per cent.

Among the 444 who came to the library for a specific item, 327 (74 per cent.) were almost wholly satisfied, although a few found items 'for reference only' that they would like to have borrowed, and a few would have borrowed more if the number of volumes they were allowed to borrow had not been limited. The items 'not found' were almost entirely sought by the remaining 117 (= $444 - 327$) unsatisfied users.

Failures to find specific items

To analyse the failures more closely, a sample of 117 references not found was specifically checked. Of these, 86 (74 per cent.) were found in the library's catalogues, and 31 (26 per cent.) were not recorded as held by the library. Of the 86 held, 33 were known to be on loan when required, but the remaining 53 were believed to be in the

library building and possibly (probably?) available on the shelves. The overall figures for the 1,262 items sought are as follows:

Found	88 per cent.
On loan	3½ per cent.
Not held	3 per cent.
Available?	5½ per cent.

If the last category was genuinely available on the shelves, the total success rate could have been 93½ per cent., with a further 3½ per cent. on loan when required.

The 117 users who failed to find a specific item were asked what action they had taken beyond looking on the shelf: 24 (20 per cent.) had consulted some library record, 9 (8 per cent.) had asked a member of the library staff. They were then asked what future action they would take, and the following replies were received:

Try shelf later	24 = 21 per cent.
Try outside source	11 = 9 per cent.
Ask another student	9 = 8 per cent.
Ask library to reserve	8 = 7 per cent.
Try Department	8 = 7 per cent.
Inter-library loan	2 = 1·5 per cent.
Buy item	1 = 1 per cent.
No action	23 = 20 per cent.

Searching for references

Among the 189 who visited the library to locate references on a topic, 129 (71 per cent.) expressed themselves as satisfied. The remaining 60 were asked about their search methods, with the following results:

Consulted shelves first	55 = 92 per cent.
Consulted author catalogue	11 = 18 per cent.
Consulted subject catalogue	4 = 7 per cent.
Consulted bibliographical reference book	4 = 7 per cent.
Asked library staff	3 = 5 per cent.

Of the 60, 39 (65 per cent.) did nothing but consult the shelves. In the undergraduate survey no similar questions were directed to those who found references, so a comparison of the search habits of the satisfied and unsatisfied users is not possible.

C. USE BY GRADUATE STUDENTS AND STAFF

During the week of the survey, 496 interviews were conducted. The status and reasons of the users have been analysed as follows:

				Reason for visit			Totals
				Research	Teaching	Other	
Status	Staff	..	..	153	32	35	220
	Student	..	..	206	1	31	238
	Other	..	..	22	3	13	38
	Totals	..	..	381	36	79	496

The specific purposes of visiting the library were as follows:

To consult known specific item(s)	325 = 65 per cent.
To locate information in unknown item(s)	113 = 23 per cent.
Reasons invalid for survey	58 = 12 per cent.

A breakdown of these totals for staff and students is given below

	Staff	Students
Specific items	149 (68 per cent.)	158 (66 per cent.)
Locating information	45 (20 per cent.)	59 (25 per cent.)
Invalid	26 (12 per cent.)	21 (9 per cent.)

Searches for specific items

Among the 113 visits to locate information, 70 resulted in the identification of specific references, so that the total number of visits in which specific items were sought was $325 + 70 = 395$.

These 395 users sought 1,204 items, an average of 3 items per visit. Of these 1,204 items, 609 (51 per cent.) were required for consultation in the library, and 595 (49 per cent.) for borrowing. The degrees of success in the search were as follows:

For consultation	
Found	470 = 77 per cent.
Not found	139 = 23 per cent.
For borrowing	
Found	530 = 89 per cent.
Not found	65 = 11 per cent.
Totals	
Found	1000 = 83 per cent.
Not found	204 = 17 per cent.

Failures to find specific items

To analyse the failures more closely, a sample of 92 references not found was specifically checked. Of these, 55 (60 per cent.) were found in the library's catalogues, and 37 (40 per cent.) were not so recorded. Of the 55 held, 5 were known to be on loan when required, 5 at binders, 6 in a department library, and 3 definitely mislaid. The remaining 36 were believed to be in the library buildings and probably available on the shelves. Extrapolating these figures the overall analysis for the 1,204 items sought is as follows:

Found	83 per cent.
On loan	1 per cent.
At binders	1 per cent.
In Department	1 per cent.
Mislaid	0.5 per cent.
Not held	7 per cent.
Available?	6.5 per cent.

If the last category was genuinely available on the shelves, the total success rate could have been 89.5 per cent. with a further 3 per cent. (on loan, at binders, in Department) available after a delay.

The sample of 92 users who failed to find a specific item were asked what action they had taken to locate it. Of these, 56 (61 per cent.) had consulted the library shelves, and it seems probable that 30 of these failed to find an item that was on the shelf; the other 26 did not look on the shelves, and 6 of these might have found the item if they had.

Again, 58 (64 per cent.) had consulted one of the library catalogues, and 24 failed to find entries that were there. (The survey did not determine how much of this failure was due to inadequate search and how much to looking in incomplete Reading Room catalogues.) The other 34 did not look in catalogues, and 17 of these might have been led to the item on the shelf if they had. Only 18 (20 per cent.) of the 92 had consulted a member of the library staff.

The same 92 users were then asked what future action they would take, and the following replies were received:

Inter-library loan	23 = 25 per cent.
Try shelf later	22 = 24 per cent.
Try outside source	12 = 13 per cent.
Try Department	10 = 11 per cent.
Ask library to reserve	6 = 6.5 per cent.
Ask another borrower	6 = 6.5 per cent.
No action	10 = 11 per cent.
Did not know	3 = 3 per cent.

Searching for references

Among the 113 who visited the library to locate references on a topic, 69 (61 per cent.) were fully satisfied and 17 (15 per cent.) partially satisfied. All 113 were asked about their search methods, with the following results.

Consulted shelves first	81 = 72 per cent.
Consulted subject catalogue	11 = 10 per cent.
Consulted author catalogue	9 = 8 per cent.
Consulted bibliographical reference tool	32 = 28 per cent.
Asked library staff	3 = 3 per cent.

Of the 113, 94 (83 per cent.) looked in one source only, and 65 of these (58 per cent.) did nothing but consult the shelves.

Various attempts to analyse these searches have been made—by status of visitor and by subject (science or arts)—but no significant differences were discoverable. It is possible that science research students relied less on the shelf and more on bibliographical tools than any other group. There was no significant difference in search habits between those who were satisfied and those who were not.

The bibliographical tools used for information search were as follows:

Bibliographies (including those at back of books)	10 = 9 per cent.
Abstracts journals	22 = 19 per cent.

Of the 22 users of abstracts, 16 were of Chemical Abstracts.

The 29 graduates who had made an unsatisfactory search for references were asked to state the subject of interest so that the survey team might extend the search. However, so few subjects were reported in detail sufficient for further search that no statistical conclusions can be drawn.

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D. N. WOOD,
MISS M. KING.
(National Lending Library for Science and Technology)

27th July, 1964

Comments and Complaints

In addition to the questions set out on the questionnaire every reader interviewed was asked to make any comment on or criticism of the Library services. The following summaries attempt to give a clear picture of these statements although many of the comments received were too vague (e.g. 'more American books needed') to be useful.

1. Undergraduates

The comment received most frequently was that more duplication or additional copies of books were needed. Also it was fairly commonly stated that more up-to-date books were required. The subjects mentioned are listed below and the numbers of complaints received are given in parenthesis:

Electrical Engineering	(10)
Chemistry	(4)
Physics	(3)
Mathematics	(2)
Metallurgy	(1)
Civil Engineering	(1)

Several students asked for more carrels to be provided and for more books to be put on 'reference only'. There was some criticism of the noise factor in the Library generally.

Other points which were mentioned included longer opening hours, increasing the number of books a student can borrow, the provision of more dictionaries and the insufficiency of seats in the reading rooms, particularly in Science.

The perennial problem of manned cloakrooms and of bringing cases into the Library was also brought up again.

Some important criticism was aimed at libraries in Departments on two counts, firstly their short opening hours and secondly the need for duplication in the Main Library of at least the books which students require.

2. Staff and Post-Graduate Students

The most common complaints were concerned with delays in the Inter-Library Loans service and with the number of items in the Library which were on loan when required. Concerning the former, several people indicated that items took about three weeks to arrive from the National Lending Library. As to the items on loan when required, several people (including staff) suggested that a contributory factor was the rule that allowed members of staff to keep items on indefinite loan—they thought this a bad thing which should be stopped.

Another very common complaint concerned the layout of the Library. Many people having discovered in the catalogue that a certain book was in the Library were then unable to locate it. They felt this was due to the fact that there was insufficient 'signposting' in the reading rooms and stacks.

There were several complaints about the classification system used and some gave examples of its apparent inadequacy.

A popular request was that a full set of periodicals (especially current periodicals) should always be available for reference in the Library. Some even proposed that loans should not be made unless duplicates existed.

There were several complaints concerning Department libraries and two people suggested that as these libraries were merely extensions of the main library, they should be open at similar times and operate similar rules.

Concerning opening hours there were one or two complaints about the main Library as well. It was felt that the Library should be open until 10 p.m. every evening* and that weekend opening hours should be extended. It was also felt that if a sufficiently good case could be made out, people should be allowed to borrow or consult the stock during the week of the annual inspection.

Several complaints were received about the inadequacy of the collections in certain subject fields. The subjects are listed below, and the number of complaints received are given in parenthesis:

Mathematics	(3)
Social Science	(2)
Meteorology	(2)
Modern English Literature	(1)
Electrical Engineering	(1)
Mathematical Physics	(1)
Archaeology	(1)
Theology	(1)

*Note: The Library is now open until 10 p.m. in Term.

Librarian's Comments on the Report

1. It is significant that the ratio of those consulting known publications to those looking for references was the same for graduates as for undergraduates, and particularly that 65 per cent. of the graduates were looking for known publications and only 23 per cent. for references.
2. The number of graduates visiting the Library with the intention of borrowing books was surprisingly high—49 per cent. compared with only 27 per cent. of undergraduates. This would suggest that the provision of seating accommodation for undergraduates is more important than for staff and postgraduates.
3. In general the success rate seems fairly high, 88 per cent. (U) and 83 per cent. (G). If to this is added the percentage of items in the Library but not available or not found [making 97 per cent. (U) and 93 per cent. (G)] the results are probably satisfactory although it is essential that similar surveys should be carried out in order to have some basis for comparison.
4. The percentage of items which were not available because they were on loan was not high, 3.5 per cent. (U) and 1 per cent. (G). It would be interesting to know whether this is typical. It is significant that at the time of the undergraduate survey the total number of books on loan throughout the university libraries was approximately 20,000 or 4 per cent. of the total stock: at the time of the graduate survey the number of books on loan was unusually low at about 6,000 or approximately 1 per cent. of the total stock.
5. The high proportion of items in the Library which were presumably available but not found is particularly disturbing. More attention will be paid to guiding readers in the Library especially in the stacks: notices inviting readers to consult the Library staff will also be put up. Above all, attempts will be made to give students (and staff) more instruction in the use of the Library.

6. The depressingly large number of readers who consult the shelves only and who make little or no use of the catalogues is another indication of the critical need for more attention to be paid to instruction for readers.
7. The large percentage of staff and post-graduates who intended to make use of the Inter-Library Lending service to obtain books not available in the Library is especially gratifying. This is reflected in the heavy demand for books and periodicals on inter-library loan which has increased during the past two years; applications to the National Lending Library for Science and Technology doubled during 1963/64 without affecting the total number of borrowings from other libraries.
8. Despite the proximity of the book-shop and the high quality of its service only 1 per cent. of undergraduates and no graduates intended to buy a copy of the item the library could not supply.

October 1964.

I. Survey of Availability of Literature required by Undergraduates

QUESTIONNAIRE

DEPARTMENT

SUBJECTS

MAIN

SUBSIDIARY

YEAR OF COURSE

Reason for visit

Did you go to the library to locate items where you only knew the topic? } Yes
 } No

or

Did you go to consult a specific item? } Yes
 } No

Were you satisfied? } Yes
 If so, } No

How many items did you borrow?

How many items did you consult in addition to those you borrowed?

If you were not satisfied:

Did you go to shelves first? } Yes
 Did you consult subject catalogue? } No
 Did you consult bibliographical reference book? } Title(s)
 Did you consult library staff? } found but not
 Did you consult author catalogue? } available

If you went to the library to borrow a specific item, please state:

How many items you intended to borrow

How many you found

How many of those you intended to borrow were available for reference only

How many more would you have borrowed had there been no
 limit to the number allowed

Title which was not available—sample (completed after interview, by library staff)

Number of copies in library

Full reference of title

Number of copies on loan

Number of copies not accounted for

Type of publication

Serial

Book

If the title was not available did you:

Consult the library records?

Ask a librarian?

Take any other action?

Future action

Did you ask for the book to be reserved?

Did you ask the library to borrow the book for you from elsewhere?

Did you try to obtain the book elsewhere yourself?

Did you try the shelf later?

Did you buy a copy of this work?

Did you ask another student for the book?

Did you take no action?

Did you try any other source?

Did you try the Departmental library?

Did you visit the library after 6.00 p.m.?

Were you confused by the library classification?

Have you any other comment to make on the library's services?

II. Survey of Availability and Use of Literature by graduate students and teaching
staff

QUESTIONNAIRE

DETAILS OF USERS

Staff (including Fellows etc.)

Research student

Other

Subject

Department

Reason for visit

Did you visit the library for

Research work?

Teaching work?

General interest or other reasons?

To locate information contained in unknown title(s)?

To consult specific item(s)?

TO LOCATE INFORMATION CONTAINED IN UNKNOWN TITLES

Did you obtain the information you required?

If yes—answer the following

Did you go to the shelves first?

Did you consult the subject catalogue?

Did you consult the author catalogue?

Did you consult the library staff?

Did you consult a fellow reader?

Did you consult a bibliographic tool?

Yes

No

Successful

Unsuccessful

Should have

been successful

Would have

been successful

If bibliographic tool was used which one of

Guides to books

Class 1 Abstract Journals

Chem. Abs.

USGRR

Curr. Chem. Papers

Phys. Abs.

Eng. Index

Elec. Eng. Abs.

Anal. Abs.

Curr. Contents

Biol. Abs.

Index Med.

Brit. Tech. Ind.

Metall. Abs.

Chem. Titles

App. Mech. Rev.

Fuel Abs.

Nucl. Sci. Abs.

Yes

No

Successful

Unsuccessful

Should have

been successful

Zool. Rec.
Math. Rev.
Bib. Ag.
App. Sci. Tech. Ind.

} Would have
been successful

Class 2 Abstract Journals

Guides to Abstract Journals

} Yes
No
Successful
Unsuccessful
Should have been
successful
Would have
been successful

How many references did you find?

One

Two-Five

Five

Would you like to have found more references?

If No conclude questioning

If Yes note subject of investigation and
possibly extend search

IF NOT SATISFIED

Did you consult the shelf first?
Did you consult the subject catalogue?
Did you consult the author catalogue?
Did you consult the library staff?
Did you consult a fellow reader?
Did you consult a bibliographic tool?

} Yes
No
Should have
been successful
Would have
been successful

If bibliographic tool was consulted which one of

Guides to books

Class 1 Abstract Journals

Chem. Abs.	Brit. Tech. Index
USGRR	Metall. Abs.
Curr. Chem. Papers	Chem. Titles
Phys. Abs.	App. Mech. Rev.
Eng. Abs.	Fuel Abs.
Elec. Eng. Abs.	Nucl. Sci. Abs.
Anal. Abs.	Zool. Rec.
Curr. Contents	Math. Rev.
Biol. Abs.	Bib. Ag.
Index Med.	Appl. Sci. Tech. Ind.

} Yes
No
Should have
been successful
Would have
been successful

Class 2 Abstract Journals

Guides to Abstract Journals

Note subject of investigation and arrange to discover
whether a further search would reveal references

} No references
1-5 references
5 references

Is any further action proposed?

} Yes
No

If Yes

Will you seek expert advice within the university?
Will you seek expert advice outside the university?
Other?

TO CONSULT OR BORROW SPECIFIC ITEMS

If you went to the library to consult or borrow specific items please state:
How many items you intended to borrow
How many you found
How many of those you intended to borrow were available for reference only
How many items you intended to consult
How many you found
(Of the items not available select one and answer the following)

ACTION TAKEN

Did you look on shelf?	} Yes No Should have been satisfied Would have been satisfied
Did you consult subject catalogue?	
Did you consult author catalogue?	
Did you consult fellow reader?	

FUTURE ACTION

Did you ask for the book to be reserved?
Did you ask the library to borrow the book for you from elsewhere?
Did you try to obtain the book elsewhere yourself?
Did you try the shelf later?
Did you try the Departmental library?
Did you ask another borrower?
Did you take no action?
Did you try any other source?

For marking by library staff

No. of loanable copies in main library
No. of copies on loan
No. of copies not accounted for
No. of reference copies in main library
No. of copies in Departmental library

Revision of questionnaire.

The experience of the survey suggested improvements to the questionnaire, and a revised version is appended, that would cover both undergraduates and graduates.

The main changes are

- (1) The addition of a further reason for visit—'to keep up to date'.
- (2) The expansion of questions on search habits (columns 13 to 21 on the revised form) to distinguish between different book collections and catalogues, as there is a suspicion that some items were not located because the wrong shelf or catalogue was consulted.

- (3) The insertion of questions on search methods for specific items (columns 38 to 42) directed at those who searched successfully, so as to compare their methods with the unsuccessful searches (columns 43 to 50).
- (4) A clarification of the record to be made by the library staff (columns 52 to 57) so that the exact status of an item not found can be established.
- (5) Some condensation and rearrangement of the questions.

Revised questionnaire.

(A) *Details of users*

- 7 Staff
 Research student
 Undergraduate
 Other
 8-9 Department

(B) *Reason for visit*

- 10 Research work
 Teaching
 Undergraduate study
 Reason invalid for survey
- 11 To locate information in unknown title(s)
 To consult specific items
 To keep up to date.

(C) *To locate information or keep up to date*

(Ask the following and section D if appropriate)

- 12 Were you satisfied? Yes/No
 Did you consult:
- 13 Shelves in Reading Room?
 14 Shelves in stack?
 15 Current periodicals?
 16 Subject catalogue?
 17 Author or title catalogue?
 18 Reading Room catalogue?
 19 Library staff?
 20 Fellow reader?
 21 Bibliographic tool?
 If Yes to 21, which of:
- 22 Guides to books
 23 Bibliography in book or article
 24 Abstracting or indexing serial
 If Yes to 24, enter name of serial
- How many references did you find?
- 25 None
 One
 Two-Five
 Over Five

}

Yes
 No
 Successful
 Unsuccessful

- 26 Would you like to have found more references? Yes/No
 (If No conclude questioning on section C.
 If Yes note detailed subject of enquiry and possibly extend search)
- 27 Is any further action proposed? Yes/No
 If Yes, specify

(D) Use of specific items

- 28-29 Number required for borrowing
 30-31 Number found and borrowed
 32-33 Number found but available for reference only
 34-35 Number wanted for consultation
 36-37 Number found
 (Of the items found, select one and ask)
- 38 Did you go straight to shelf and find it?
 Did you find it via
 39 Subject catalogue?
 40 Author or title catalogue?
 41 Fellow reader?
 42 Library staff?
 (Of the items not found, select one, record details below, and ask)
- Did you consult:
- 43 Shelves in Reading Room?
 (as 13 to 20)
 50 Fellow reader?
- 51 What future action about item not found
 Try shelf later
 Consult library catalogues
 Ask another reader
 Reserve
 Inter-library loan
 Try Department
 Try elsewhere
 Other
 No action
- For marking by library staff, concerning the item not found:
- 52 Number of copies held by main library
 53 Number of copies on loan
 54 Number of copies at binders
 55 Number of copies on shelf
 56 Number unaccounted for (= 52 less, 53, 54, 55)
 57 Number of copies in Departments

Appendix 6

THE SOURCES OF BOOKS FOR UNDERGRADUATES¹

a survey at Leeds University Library

P. E. TUCKER
Leeds University Library

OBJECT AND SCOPE OF THE SURVEY

The library of the University of Leeds, at the invitation of the Nuffield Foundation, carried out a survey of the borrowing use made of it by the staff, research students, and undergraduates of the university during the calendar year 1957, and a report on this survey was published in the *Journal of Documentation* in March 1959.² The results were of value in showing in great detail what demands were made upon the library's stock by different groups of borrowers; it did not show how much use was made of the library for reading on the premises, or how much users of the University Library were able to draw upon external or private resources. The statistics for borrowing showed that undergraduate students ranged fairly widely in their borrowing, and that, for example, many of them made good use of the periodicals in their fields of studies, but it also showed that many of them borrowed from the university libraries only once or twice in a year, or not at all. What other resources had these students? How much did they read and work in the library without borrowing, and how much did they depend upon outside libraries, upon private borrowing, and upon their own book buying? Evidently a more comprehensive account of students' use of the library was needed to show the relative importance of the various means at the student's disposal in his need for books.

Information was wanted in two main fields. First, there was the question of the total use of the main University Library—the amount of time spent there, the kind of work most carried on by readers, the use of sections outside the main reading room, the methods employed and difficulties encountered in searching for materials; this information on reading and borrowing in the main library would need to be supplemented by similar information relating to the sectional and departmental libraries. The second field was that of all resources outside the province of the University Librarian—libraries in halls of residence, public libraries, private borrowing, and private buying of books.

The questionnaire method was used, and a printed form sent to a sample drawn from the total body of undergraduates. It comprised questions under the main heads of *i*, place of residence; *ii*, course of study; *iii*, use of the main library; *iv*, of sectional libraries; *v*, of departmental libraries; *vi*, of libraries in halls of residence; *vii*, of libraries outside the university; *viii*, borrowing from individuals; *ix*, buying of books; and finally it provided adequate space for *x*, 'any brief comments you may care to make on the arrangements and service in the Brotherton Library'. The questions (except the last) were subdivided and details will be given later in this article at appropriate places.³ A preamble to the questionnaire indicated that 'for the results to be valid it is important for each student to send in a reply which should be independent and as complete and accurate as he can make it. Each copy of the questionnaire is numbered for official

¹Reproduced from the *Journal of Documentation*, 17 (2), (1961), pp. 77-95.

²Vol. 15, pp. 1-11. The reader is asked to refer to Sections 2 and 3 of that article for a brief account of the collections and organization of the university libraries.

³In drafting the questionnaire, valuable help was gained from *Books are being read: summary of a questionnaire on the use of the library at the University of California, Los Angeles*, by Norah E. Jones and others, published by the Library at Los Angeles in 1959.

purposes, but replies will be regarded as anonymous'. The forms were sent out in the second term of the 1959-60 session.

TABLE 1
GENERAL DISTRIBUTION OF QUESTIONNAIRE

Department	Students		Returns	
	Total	Sample	Total	% of Sample
Arts	1,091	157	131	83
Economics, sociology, and commerce ..	263	42	37	88
Law	116	19	14	74
Science	728	105	93	88
Engineering, mining, and fuel group ..	780	105	85	81
Textiles sciences	173	21	15	71
Agriculture	103	17	17	100
Medicine and dentistry	554	76	59	78
All departments	3,808	542	451	83

The total number of undergraduate students registered in the university at the time of the survey was 3,808. From these a sample was chosen which would be large enough to represent not merely the whole body of students, but also the smaller groups within particular faculties, and if possible groups studying in particular subjects or groups of subjects, e.g. modern languages, and would not be so large as to produce an unmanageable amount of material to analyse. It was considered that a return of about five hundred completed questionnaires would fit these requirements. This number would allow adequate representation for groups as small as seventy to eighty (on the assumption that no deductions could safely be drawn from samples less than ten) and it would not demand an undue length of time for the analysis. A return of at least 90 per cent. was hoped for, and the sample was, therefore, finally fixed at one in seven, taken in order from the complete alphabetical list of students. One-seventh of 3,808 being 544, the number of returns expected was about 490. In the event, the expectation of a 90 per cent. return proved over-optimistic. Even after second requests had been dispatched to a quarter of the sample, the final return was no more than 451, 83 per cent. of the 542 actually selected. This was disappointing, but the return nevertheless seemed worthy of analysis; deductions about the whole body of students were now somewhat hazardous, but there was plenty of evidence of general trends, and a wealth of valid material on specific groups which had made good returns.

The main division of the material was roughly by faculty. Table 1 shows the number of students in each main division, the sample selected, the return, and the return expressed as a percentage of the sample.

No subject group made a smaller return than 71 per cent. (textiles sciences). The return from English language and literature students was 73 per cent., and from mathematics and agriculture students 100 per cent. each.

The returns were also subdivided into three year-groups—first, middle (second year of three-year courses, second and third years of four-year courses), and final. (Medical and dental students could not be divided in this way.) No overall pattern was discernible in the comparison of the year-groups.

USE OF UNIVERSITY LIBRARIES

From the point of view of library provision, undergraduate students in the University of Leeds may be divided broadly into those for whom the Brotherton Library is the primary source of books and those in faculties or departments provided with sectional libraries, containing the main collections in law, textiles sciences, agriculture, medicine,

and dentistry. The questionnaire gave scope for replies to every question from all classes of students, so that, for example, agriculture students were able to say what use they made of the Brotherton Library; but clearly the more generally valid information on use of the Brotherton Library would come from the first of the two categories mentioned above. These 'main users', as they may be denominated, are considered in the three groups, Arts, Science, and Technology students. Table 2 shows the further subdivisions within each group, together with the number of students, the sample selected, the return of questionnaires, the return expressed as a percentage of the sample.

The analysis was carried out separately for each of these divisions, but few deductions can be drawn about the smaller ones. (The percentages are given for the sake of completeness). The replies from these 340 students are summarized in what follows, usually expressed as percentages. Where the figures are not typical for a significant part of the sample, a breakdown is given, by faculty or by subject-group. It will be observed that the proportions of Arts (including economics, sociology, and commerce), Science, and Technology in the sample are approximately 2:1:1. In the tables that follow the percentages are calculated from the original figures, and some apparent discrepancies may be noticed when the percentages for Arts, Science, and Technology individually are compared with the totals. The fact that the return was not more than 84 per cent. should also be borne in mind in assessing the value of the statistics.

TABLE 2
DISTRIBUTION OF QUESTIONNAIRE BY SUBJECT GROUPS

Subject Group	Students		Returns	
	Total	Sample	Total	% of sample
<i>Arts</i>				
General arts	317	51	44	86
Modern languages	280	38	33	87
English	171	22	16	73
History	105	12	10	83
Geography	89	12	10	83
Other subjects	129	22	18	82
Economics, sociology, and commerce	263	42	37	88
All Arts subjects ..	1,354	199	168	84
<i>Science</i>				
General science	192	29	24	83
Physics	151	18	17	94
Chemistry	201	30	28	93
Other subjects	125	22	18	82
All Science subjects*	669	99	87	88
<i>Technology</i>				
Engineering	409	56	47	84
Mining	82	11	8	73
Fuel group (fuel sciences, chemical engineering, metallurgy, ceramics)	289	38	30	79
All Technological subjects	780	105	85	81
All groups	2,803	403	340	84

*Including B.Sc. Geography; excluding B.Sc. Bacteriology, Biochemistry, Pharmacy, etc.

Eighty-seven per cent. of this group stated that they used the Brotherton Library (or had on occasion used it) for reading and working. The breakdown for the faculty groups was Arts, 89 per cent.; Science, 93 per cent.; Technology, 76 per cent. These

students were asked to say how many hours a week they spent in the library. The replies are distributed as shown in Table 3.

TABLE 3
TIME SPENT BY STUDENTS IN BROTHERTON LIBRARY

Hours per Week	0-1	2-5	6-10	11-15	16-20	21-25	26-30	31+
Percentage of users	7	31	24	16	8.5	4.5	5.5	3.5

Arts students tend to spend more time in the library than Science or Technology students, their use being much less of the short-period kind. The upper limit for Arts students is something over forty hours a week (2 students in 168); for Science students between thirty and forty (2 in 87); and for Technology students between sixteen and twenty (3 in 85). More than half of the whole group spend between two and ten hours a week—averaging about an hour per working day—in the main library, but it will appear later that sectional and departmental libraries, halls of residence libraries, the Union Library, and libraries outside the university all provide working places for students.

Users of the library were then asked, 'Do you work mainly with books from the shelves, with other books, or without reference to books (e.g. doing written work, studying lecture-notes)?' One-quarter of those who replied combined two or even all three of the possibilities, and Table 4 below therefore shows the percentages for seven categories.

TABLE 4
METHODS OF WORKING IN LIBRARY

Method of Working	Arts	Science	Technology	All groups
A: mainly with books from the shelves ..	45	26	28	36
B: mainly with other books	28	15	12	22
C: mainly without reference to books ..	7	24	34	17
A and B combined	15	3	2	8
B and C combined	1	21	17	10
A and C combined	2	2	3	2
A, B and C combined	2	9	4	5

If full allowance is made for the combined answers, the percentages for A, B, and C are 51, 45, and 34 respectively, the extra 30 in the total of 130 representing those who do two or three of the alternatives. It appears, therefore, to say the least, that more than half of those reading and working in the library spend more than half their time either using their own copies of books or else doing written work, studying lecture-notes, etc. This is a cautious interpretation of the figures, but one cannot easily go further with any confidence. Certainly consultation of library books, even ample consultation, is not excluded, and it would clearly be wrong to infer that such students would do their work equally well outside the library.

Seventy-four per cent. of the whole group borrowed from the Brotherton Library (or had on occasion done so). The percentages for Arts, Science, and Technology were 85, 64, and 62 respectively. Less than half of these had books out at the time of the survey, but some allowance should be made for those who did not reply until the end of the term, having in all probability returned some at least of their books.

Recreational borrowing was made the subject of a separate question. The proportions of borrowers were Arts, 22 per cent; Science, 15 per cent.; Technology, 9 per cent.; total 17 per cent. English literature was the most popular subject with Arts borrowers, with music second, but both Science and Technology students placed music first. Well behind English literature and music came history. Among Science and Technology students, theology received as many mentions as the pure sciences. Two or three students stated that curricular and recreational reading were the same thing to them. (The library is used for recreational reading within the building, but no exact figures are available.)

The next question, still relating only to the Brotherton Library, asked students to indicate which of several methods they commonly employed for finding books. More than half of those who replied indicated more than one method; these replies are all counted as equal in Table 5 below, so that the percentages indicate the popularity of a given method rather than the proportion of students who employ it.

TABLE 5
METHODS OF FINDING BOOKS

Methods Used	Arts	Percentages of Replies		All groups
		Science	Technology	
Author catalogue	47	38	25	40
Subject catalogue	15	21	17	17
Reliance on sense of location	26	31	48	32
Asking library staff	12	10	10	11

The interesting point here is not that the author catalogue is, generally speaking, the most frequently used means of finding material, but that other means are so important, in particular the reliance on a sense of location. It is clear that many students prefer to manage, if possible, without consulting catalogues. (The considerable proportion of requests to the staff for help in what must usually be routine searching confirms this.) Among Science and Technology students, use of the subject catalogue is considerable in comparison with use of the author catalogue, and still more marked is their reliance on a sense of location. Many students, particularly those in technological subjects, avowedly search not for a given book, but for any book on a given topic.

The inquiry into methods employed led to questions on success or failure in locating and in obtaining the required material. The first of these was simply 'Do you locate books easily?' The replies fell into three groups: Yes, 64 per cent.; Moderately well, 26 per cent.; No, 10 per cent. This may be considered a favourable response. Technology students had most difficulty, 14 per cent. replying No, but it might not be invidious to suggest a connection between this figure and the strong preference for relying upon a sense of location in this group.

'Do you locate books easily?' was followed by 'If not, what difficulties do you have?' The replies were less helpful than might have been expected, many of them being vague or about relatively trivial matters. The catalogues and classification arrangements together gave rise to between a quarter and a third of the difficulties encountered. Particular points of criticism were the distribution of subjects on the different floors and in different bays (or alcoves) of the library, the numbering system for the bays and shelves, and the uncertainty caused when books are out of order, especially in lengthy subject-sections where the order is only alphabetical. Many of these difficulties arise from the plan of the library, but some might be met by more shelf-guides and by closer subdivision in some sections of the classification scheme.

Eighty-seven per cent. of the users of the library answered the question 'Are the books you want readily available?' The replies fell into the categories given in percentage in Table 6.

TABLE 6
AVAILABILITY OF REQUIRED BOOKS

User Categories						Availability of Books (percentages of returns)		
						Usually	Sometimes	Rarely
Arts	..	..	..	..	..	49	22	29
Science	..	..	..	..	..	51	21	28
Technology	..	..	..	..	..	42	18	40
All Students						48	21	31

Students in a busy university library can hardly be given 'on-demand' service, but even so, and granting also that some students may give up rather easily without making full use of catalogues and other facilities offered, it is clear that more copies of much-used books could be provided with advantage.

This question on the availability of books was followed by two supplementary ones: 'If not [available], do you reserve them?'; 'and if so, how many have you reserved this term?' Thirty-two per cent. of the borrowers in this group had made use of the reservation system. The percentages for Arts, Science, and Technology were 35, 39, and 25 respectively, but a count of those who stated the number of books they had reserved during the term yielded the percentages 27, 27, and 15. About two-thirds of these had reserved one or two books only. Several students entered comments to the effect that their needs came and went too quickly to be met by a reservation system.

A final question in this section asked students whether they made use of the Current Periodicals Room, the Stack, and the bay given over to encyclopaedias, major biographical and bibliographical works, and catalogues. As Table 7 below will show, all these features of the library are of value to students.

TABLE 7
USE OF DIFFERENT SECTIONS OF LIBRARY

Sections				Arts	Science	Technology	All groups
				Percentages of users			
Current Periodicals Room*	..	..	..	36	27	32	32
Stack: for borrowing	..	..	..	65	42	30	50
				Percentages of readers			
Stack: for reading†	..	..	..	31	25	18	26
Bibliography bay	..	..	..	40	19	6	26

*The periodical parts most recently received are available on overnight loan, the rest under the same conditions as books.

†There are relatively few seats in the Stack, and the demand is greater than in the Reading Room.

Use of the bibliography bay is most marked (up to 60 per cent. of the group) with modern languages students (dictionaries are not kept here), and use of the Current Periodicals Room with students in the economics and sociology group, the fuel group, and chemistry students.

The questions concerning sectional and departmental libraries asked which libraries were used for reading, and for how many hours a week, and which for borrowing, and how many books were at present on loan to the student replying. The use of sectional libraries by this group, which by definition comprises students whose main needs are met by the central library, was almost negligible, and the use of departmental libraries followed a pattern corresponding closely to that described in the account of the 1957 survey (*op. cit.* pp. 7-9). In Arts and Technology (with the exception of engineering), rather less than one-half of the sample had used departmental libraries for reading and working; in Science the proportion varies between one-third and three-quarters according to subject. The time spent was distributed as shown in Table 8.

TABLE 8
TIME SPENT BY STUDENTS IN DEPARTMENTAL LIBRARIES

Hours per Week							0-1	2-5	6-10	11+
							Percentages of users			
Arts	..	..	..	..	..	..	18	53	20	9
Science	..	..	..	..	..	..	32	52	13	3
Technology (except engineering)	..	..	..	..	..	..	20	66	7	7

Reading use of departmental libraries is much more occasional than use of the Brotherton Library (*cp.* Table 3), but it is fairly substantial.

Borrowers averaged 48 per cent. of the sample among Arts students, but no allowance is made in this figure for the lack of departmental loan collections in classics, history, music, and theology. In the subject-groups the borrowing proportion varied from 36 per cent. in modern languages to 92 per cent. in the economics and sociology group. No comparable overall figure can be given for Science students, since the great majority of them are reading mathematics, physics, or chemistry (or a combination of these subjects), in which there are no departmental loan collections. In mining and in the final year of the fuel group, borrowers totalled three-quarters and the whole of the sample respectively.

In the 1957 survey it appeared that students who did not borrow from the main library did not, on the whole, borrow from departmental libraries (*op. cit.* p. 9). Table 9 on page 236 correlates use of the main library with use of departmental (and sectional) libraries by this group of students; it confirms the previous finding for borrowing, and extends it to reading. Also included here are the proportions, not previously given, of students who *i*, both read and borrow; *ii*, either read or borrow or both.

SOURCES OUTSIDE THE UNIVERSITY LIBRARIES

The questions on the use of university libraries were followed by a further series designed to discover the importance of other resources. Here the replies from the main users of the Brotherton Library, though still of interest, were of less importance than the replies from the student body as a whole. In what follows, the information coming from all groups of students is summarized, with details of separate groups where they are worthy of attention.

TABLE 9
READERS AND BORROWERS IN UNIVERSITY LIBRARIES

Use of Libraries	Percentages of Users			
	Arts	Science	Tech- nology	All groups
<i>Reading only</i>				
Brotherton Library	89	93	76	87
Sectional and departmental libraries	54	40	25	43
Sectional and departmental libraries <i>only</i>	6	2	5	5
Brotherton and sectional and departmental libraries ..	95	95	81	92
<i>Borrowing only</i>				
Brotherton Library	85	64	62	74
Sectional and departmental libraries	51	8	20	32
Sectional and departmental libraries <i>only</i>	5	1	3	4
Brotherton and sectional and departmental libraries ..	89	64	65	77
<i>Both reading and borrowing</i>				
Brotherton Library	76	62	49	66
Sectional and departmental libraries	28	6	11	18
Sectional and departmental libraries <i>only</i>	1	—	—	1
Brotherton and sectional and departmental libraries ..	77	62	49	66
<i>Reading or borrowing or both</i>				
Brotherton Library	98	95	89	95
Sectional and departmental libraries	77	42	34	57
Sectional and departmental libraries <i>only</i>	10	3	8	8
Brotherton and sectional and departmental libraries ..	99	95	92	96

HALL OF RESIDENCE LIBRARIES

The question on the use of libraries in halls of residence asked (as with sectional and departmental libraries) about the amount of time spent reading in them and the amount of borrowing. It then went on to ask, 'Is your use mainly for curricular reading, for recreational reading, or about equally divided between the two?'. Of the 451 students who sent in replies, 93 (20 per cent.) were living at the time in halls. Fifty per cent. of these had made use of their libraries for reading and 80 per cent. for borrowing. Forty-two per cent. had both read and borrowed, and 87 per cent. engaged in one or the other activity. Those who had read or worked in a hall library had spent on the average approximately six hours a week in it, and three or four students—8 or 9 per cent.—stated that they had spent ten hours a week or more in this way. Of the 80 per cent. who had borrowed, nearly three-quarters had books on loan at the time of the survey, most of them one or two.

These figures conceal considerable variations, and they are also influenced by a preponderance of Arts students. In the sample, Arts students are 55 per cent. of those living in the halls, but only 37 per cent. of the total. The breakdown for the three main groups appears in Table 10.

TABLE 10
USE OF HALL LIBRARIES

Departments	Percentages of Users	
	Reading	Borrowing
Arts	35	84
Science (physics unrepresented)	38	63
Technology (fuel group under-represented) ..	36	85

The figures for the kind of use made of hall libraries again conceal variations, probably due here to the difference in the subjects studied. Thirty-seven per cent. of the use

was said to be mainly curricular, 45 per cent. mainly recreational, and 18 per cent. about equally divided between the two; but Arts students' use is nearly two-thirds curricular, Science and Technology students' use two-thirds recreational.

LIBRARIES OUTSIDE THE UNIVERSITY

Thirty-three per cent of the sample had made use of libraries outside the university for reading and working on the premises. The reading proportions for Arts, Science, and Technology were 48, 24, and 31 per cent. respectively, and the most strongly represented subject-groups were history and English (about 70 per cent. each), physics (about 40 per cent.), and mining (50 per cent.).

In comparison with time spent in the Brotherton Library, much more of the use is occasional and short-period, as the comparative Table below will show. (The figures for the Brotherton Library are based on a total of 325 students who stated how many hours of a week they spent studying in the library, those for outside libraries similarly on a total of 126).

TABLE 11
COMPARISON OF TIME SPENT BY STUDENTS IN BROTHERTON AND
OUTSIDE LIBRARIES

Hours per Week	0-1	2-5	6-10	11-15	16-20	21-25	26-30	31+
	Percentages of users							
Brotherton Library	8	34	24	16	7.5	3.5	4.5	2.5
Outside libraries	30	39	19	6.5	2.5	2.5	—	1.5

As might be expected, much the greater part of the time spent in outside libraries is employed in working with books from the shelves of the libraries concerned.

TABLE 12
METHODS OF WORKING IN OUTSIDE LIBRARIES

Method of Working	Percentage of users
A: Mainly with books provided in the library	63.5
B: Mainly with other books	15.5
C: Mainly without reference to books	5.5
A and B combined	5.5
B and C combined	6.5
A and C combined	—
A, B, and C combined	3.5

The overall percentages for A, B, and C are 72.5, 31, and 15.5 respectively, the extra 19 representing those who gave two or three alternatives (cf. p. 232).

Among Arts students there was a marked tendency (seven-eighths of the replies) to work with books from the shelves. Two-thirds of the Technology students showed the same tendency, but Science and Medical students tended rather to work with other books.

Ninety-five per cent. of the readers in outside libraries did their work in the central departments of the Leeds City Library or (very few) in its branches. Five per cent. worked in other libraries in the locality.

Those who stated that they borrowed from libraries outside the university totalled 46 per cent. of the whole sample. For Arts students the proportion was 55 per cent., for Science 32 per cent., and for Technology 39 per cent. English, physics, and mining were the most prominent subject-groups.

As Table 13 below will show, rather more than 10 per cent. were users of libraries outside the Leeds area, i.e. beyond a radius of ten miles.

TABLE 13
STUDENTS BORROWING FROM LIBRARIES OUTSIDE THE UNIVERSITY

Library or Library Group	Percentage of Borrowers
Leeds Central Library	68
Leeds branch libraries	11
Other libraries in the area	10
Libraries outside the area	11

Many students borrow books from libraries in their home towns, exchanging them when returning for weekends. Others make use of County Libraries' long-term loan arrangements for students.

Two-thirds of the borrowers had books out at the time of the survey. Of these, 30 per cent. had one book, 26 per cent. two books, 30 per cent. three or four books, 5 per cent. five or six books, and 9 per cent. seven books or more. It appears, therefore, that one-quarter were substantial borrowers (four books or more).

In all, 58 per cent. of the sample had used outside libraries, whether for reading or for borrowing. (Arts, 70; Science, 44; Technology, 48 per cent.) Twenty per cent. had both read and borrowed.

The question on the kind of use (i.e. whether curricular or not) was answered by readers and borrowers without distinction, and the percentages in Table 14 below are therefore based on the figures for both kinds of use.

TABLE 14
KIND OF USE MADE OF OUTSIDE LIBRARIES

Kind of Use	Percentages of Users				
	Arts	Science	Technology	Medicine	All groups
Mainly curricular	56	32.5	60	30	48
Mainly recreational	15	35	30	60	30
About equally divided	29	32.5	10	10	22

BORROWING FROM OTHER INDIVIDUALS

The form of the questions under this heading was as follows: 'Do you borrow books from other individuals?'; 'About how many books have you borrowed this session?' (i.e. during two terms). The proportion of private borrowers to the whole sample was 64 per cent., and 60 per cent. gave the number of books borrowed during the session, the average being between four and five per person. Twelve per cent. had borrowed ten books or more, 45 per cent. three or fewer. Some differences between the three main groups are shown in Table 15.

TABLE 15
STUDENTS BORROWING FROM OTHER INDIVIDUALS

	Arts	Science	Technology
Percentage borrowing	74	62	58
Average number of books per person ..	4	4	4.5

History, geography, and English students were the most active, the proportion of those borrowing in history being 100 per cent. A few students stated that their borrowing was recreational, but the actual proportion of recreational borrowing in these figures is unknown.

BOOK BUYING

In the questions on book buying, curricular and recreational interests were separated. Ninety per cent. of the sample stated that they had bought books for curricular purposes

(during the period October to March), and this proportion remained constant over almost all subjects. On the other hand, there was considerable variation between subjects in the average amount of money spent and number of books bought by each student.

The average amount spent was approximately 10 guineas per student, and of those who had spent more than this, 15 per cent. had exceeded £20. The average number of books bought was ten, approximately. One student, reading mathematics, stated that he had spent about £50 on forty-five books, and an English student stated that he had bought about eighty books at a cost of £25. Some of the buying was second-hand. In certain subjects, e.g. chemistry, economics, many students had apparently bought during their first year at the university the bulk of the books needed for the whole course.

Recreational buying, as might be expected, was on a smaller scale. The proportion of buyers was only 53 per cent., the average amount spent about £2, and the average number of books bought five, per person. Five per cent. had spent £6 or more. Table 17 shows the variations between main groups.

TABLE 16
AMOUNT OF BOOKS BOUGHT BY STUDENTS

Subject Group	Average per Buyer	
	£ spent	Books bought
General arts	8	16
Modern languages	7	21
English	9	25
History	5	8.5
*Geography	13	10
Other subjects (Arts)	6	11.5
Economics, sociology, commerce	10	11
Law	11	8
General science	8.5	9
Physics	9	9
Chemistry	12.5	9
Other subjects (Science)	8.5	10
*Bacteriology etc.	8	5
Engineering	10	7
*Mining	12	6
Fuel group	11.5	8
Textiles group	8	5.5
Agriculture	8	8
Medicine	15	7
Dentistry	11	6

*Fewer than ten students in the sample.

TABLE 17
AMOUNT OF RECREATIONAL BOOKS BOUGHT BY STUDENTS

Department	Percentage Buying	Average per Buyer	
		£ spent	Books bought
Arts	52	2	6
Science	61	1.5	5
Technology	45	2	5
Medicine	58	2.5	5

English students were the most conspicuous buyers (88 per cent. of the sample).

LIBRARY USERS AND NON-USERS

The survey yielded data from which it is possible to attempt answers to three questions of more than ordinary significance. First, what proportion of students make use of the

university libraries? Secondly, to what extent does use of university and outside libraries overlap? And thirdly, what information is available about those not making use of any of these libraries?

As regards the first question, the 1957 survey (*op. cit.* p. 7) showed that 26 per cent. of the main group of students had not borrowed even once from university libraries in the course of twelve months. Comparable figures from the present survey are exhibited below (hall of residence libraries not included).

TABLE 18
STUDENTS BORROWING FROM UNIVERSITY LIBRARIES

Year	Arts	Percentages of Borrowers		
		Science	Technology	All groups
1957	86	61	61	74
1960	89	64	65	77

The 1957 figures were based on a total count, not on a sample, but the differences are more probably accounted for by the slight alteration in the chronological scope of the survey. In 1957, the count of borrowers was for a calendar year, but in 1960 it was possible for students to say that they had borrowed at any time during their period at the university, and a small proportion had avowedly borrowed only on rare occasions. With these figures should be considered those for reading use (1960 only).

Percentage of readers (university libraries)

Arts, 95; Science, 95; Technology, 81; All groups, 92;

Tables 19 and 20, for borrowing and reading, show first the proportion of the sample using both university and outside libraries, and secondly the amount of overlap between the two systems. Hall libraries are again (for the moment) excluded, and recreational use of outside libraries is excluded as far as possible.

There remains a small proportion who do not read or borrow in university or outside libraries. The replies from these students were rechecked for use of hall libraries, for private borrowing, and for book buying, and the results are shown in Table 21 on page 241. Use of the Union Library was not mentioned in the questionnaire, but many students gave such information on their own initiative, and this has been taken into account. Recreational use is excluded, and raw figures rather than percentages are given to avoid misrepresentation.

It will be seen that all but four of these students had bought books. The Arts student who had neither borrowed privately nor bought books used libraries regularly as a borrower. (The only other student in the 340 who had neither borrowed privately nor bought books used libraries for reading and borrowing.)

TABLE 19
STUDENTS BORROWING FROM UNIVERSITY AND OUTSIDE LIBRARIES

Libraries Used			Arts	Borrowers		All groups
				Science	Technology	
Any library or libraries			92*	Percentages of sample		81
				70	71	
				Percentages of borrowers		
Brotherton Library <i>only</i>	..	..	21†	62	47	36
University libraries <i>only</i>	..	..	48	74	62	57
University <i>and</i> outside libraries	..	..	48	20	30	38
Outside libraries <i>only</i>	..	..	4‡	8	8	6

*English, history, and geography, 100 per cent.

†Ranging from 6 per cent., economics and sociology group to 38 per cent., modern languages.

‡None from English, history, geography, or economics and sociology groups.

TABLE 20
STUDENTS READING IN UNIVERSITY AND OUTSIDE LIBRARIES

Libraries Used				Readers		All groups
				Arts	Science Technology	
Any library or libraries				96*	Percentages of sample 98 87	94
Brotherton Library only				20†	Percentages of readers 49 53	36
University libraries only				51‡	79 69	63
University and outside libraries				48§	19 23	34
Outside libraries only				0.5	2.5¶ 8**	3

*General arts, 93 per cent., other subjects (Arts), 74 per cent.; all other groups, 100 per cent.

†Ranging from 10 per cent., general arts, to 30 per cent., modern languages.

‡Ranging from 37 per cent., general arts, to 73 per cent., modern languages.

§Ranging from 14 per cent., other subjects (Arts), to 69 per cent., English.

||Music (one student). ¶None from physics. **None from fuel group.

There is some evidence that the students who use libraries tend to borrow privately more than those who do not. Of Arts students who borrowed from libraries, about 80 per cent. borrowed privately; of the fourteen who had not borrowed from libraries, eight—57 per cent.—borrowed privately. Among Technology students, 60 per cent. of the library users (both readers and borrowers) borrowed privately; of those not using libraries, only 40 per cent. borrowed privately. The proportions for Science students show no significant difference, being 59 and 58 per cent. respectively.

TABLE 21
STUDENTS USING HALL OR UNION LIBRARIES ONLY
OR BORROWING OR BUYING PRIVATELY

Department				Using Hall or Union	Private borrowing	Private buying
Arts Students (168)						
<i>Not reading in university or outside libraries</i>						
General and other subjects	7	1 (Union)	5	5	(one does neither)	
<i>Not borrowing</i>						
General and other subjects	8	2 (Halls)	4	8		
Modern languages	4	—	4	4		
Economics and sociology group ..	2	—	—	2		
<i>Neither reading nor borrowing</i>	1	—	1	1		
Science Students (87)						
<i>Not reading in university or outside libraries</i>						
General science and physics	2	—	1	2		
<i>Not borrowing</i>						
All groups	26	1 (Hall)	15	24		
<i>Neither reading nor borrowing</i>						
General science and physics	2	—	1	2		
Technology Students (85)						
<i>Not reading in university or outside libraries</i>						
.. ..	10	1 (Union)	4	10		
<i>Not borrowing</i>						
.. ..	25	1 (Hall)	10	25		
<i>Neither reading nor borrowing (Engineering 4)</i>						
.. ..	5	1 (Union)	—	5		

This article has presented the more generally important parts of the data yielded by the questionnaires, most of what remains being of interest mainly to the library itself. This includes a wealth of individual comment on the Brotherton Library, since nearly two thirds of its users took advantage of the invitation to give their opinion on the arrangements and service which it offers. A few of these comments are drawn upon in the summary.

There is no doubt that the survey has given a clearer and more detailed picture than was hitherto available of student use of the university libraries. Especially valuable are the figures which give some numerical assessment of the activities of readers, many of whom (as has long been known) use a library less for the bookstock than as a place for work. At the same time, access to specialised sections of the main library, such as the Current Periodicals Room, is obviously important for a good proportion of readers (cf. the figures for the borrowing of periodicals from the 1957 survey, *op. cit.* p. 6). The intensity of demand upon the library's stock was shown clearly in the replies to the question on the availability of books, and many of the replies were amplified in the comments. The details will enable a study to be made of the sections on which the pressure of demand is heaviest. The replies to the questions on methods of locating books show how much students are accustomed to go straight to the shelves for books on a subject, and consequently how much they may be helped by clearness in shelf arrangement and guiding. The comments on this topic demonstrated beyond doubt the value of formal introduction to the library for new students. It would be possible to construct from the factual replies and from the comments a case for a separate student reference library (separate though not necessarily in a separate building). Such a case might cite the heavy demand for books too often on loan (even where more than one copy exists), the dispersal of wanted books over different floors of the library and among material that may appear to the student as either irrelevant or too advanced, and the actual suggestions for such a collection from those who use the library.

The findings on the question of student borrowing confirm those of the 1957 survey, but they also show that borrowing from the university libraries is only one item in the students' range of resources. Libraries in halls of residence are used freely where they are available, and the use of external libraries, already known to be important, can now be examined and assessed in more exact terms. Most significant of all, perhaps, is the extent of private borrowing and of book buying; the number of students who do neither the one nor the other is negligible, and a large proportion (approaching two-thirds of this sample) do both. The survey may thus have been of some value in revealing how students seek to obtain the books they need, and the attempt of a university library to meet their demands.

The University Librarian, Mr B. S. Page, has supervised the investigation described in this article, and has kindly given me much help in writing the article itself. I am also indebted to Dr B. L. Welch for guidance on the size and selection of the sample, and to Mr D. Cox and Mr R. S. Mortimer for advice and criticism.

Appendix 7

REPORT BY THE SOUTHAMPTON UNIVERSITY LIBRARY ON A SURVEY INTO STUDENT ATTITUDES TO THE LIBRARY CARRIED OUT IN MAY, 1965¹

Introduction

When the survey into student attitudes to the Library was carried out in May 1962² it was intended that it should be repeated in three years, to try and assess whether changes that had been introduced had had any effect. Accordingly, in May 1965 a second survey was carried out, of which this is a report.

The 1962 survey drew attention to several problems and deficiencies, if not of library service, at any rate of communication between the Library and students. In particular, both the reference material in the Library and the library staff were being seriously under-used.

Measures already decided upon and others as a result of the survey, introduced to solve some of these problems, were briefly as follows.

1. Creation in September 1962 of the post of Sub-Librarian (Reader Service), with responsibility for supervising and co-ordinating the existing public services of the Library, and developing (and personally providing) a reference and advisory service.
2. Establishment of seminars in library use for students in non-scientific subjects; begun on a voluntary basis in session 1962-63, gradually extended.
3. Formation of Library Services Consultative Committee in session 1964-65 to bring together students, library curators and library staff.
4. Provision of more shelf guides and plans of the Library. Re-guiding of entire Author Catalogue.
5. Provision of reference aids, e.g. leaflets on government publications, the catalogues, etc.; alphabetical subject catalogue of reference works in the Library; lists of reference material by subject. Revision and simplification of printed guide for readers.
6. Systematic development of reference stock, and bringing together in one sequence of all bibliographies.

Other changes which had taken place in the three years could also have affected the results of the survey, some adversely:

1. Increase in number of undergraduates by 38 per cent.
2. Increase in bookstock by 33 per cent.
3. Increase in seating accommodation in Main Library by 10 per cent. (in Departments hardly at all); worsening of the seat: student ratio.
4. Creation of special fund in session 1964-65 for the purchase of additional copies of undergraduate books.
5. Opening of Periodicals Room in October 1964, involving the separation of periodicals from books and the moving of nearly all the remainder of the book-stock.

¹*Journal of Documentation*, 22 (2), 1966 pp. 123-135.

²*Journal of Documentation*, 19 (3), 1963 pp. 100-117.

Because of these factors, the findings of the two surveys are not strictly comparable: it is hard to be certain how far differences are due to the deliberate changes, how far to the uncontrolled factors.

Population, Sample and Response (Table 1)

The population, consisting of all undergraduates, numbered 1919, compared with 1415 in 1962. A larger sample (384, compared with 201: sampling fraction one-fifth) was used to give greater validity to the results and to enable fuller analysis to be made. The sample was a quasi-random one, drawn by selective sampling from student lists arranged by faculty and year of course, and therefore automatically stratified by these factors.

The response was 84 per cent.: lower than the exceptional 93 per cent. response in 1962, but still highly satisfactory. The poor response from Law students was however unfortunate, since it meant that the smallest faculty was poorly represented. The proportion of the sample represented by each faculty was almost identical with 1962, although Social Sciences had increased slightly at the expense of Engineering. Second- and third-year students were under-represented compared with first-year students.

To allow valid comparisons to be made, virtually the same questionnaire was used as in 1962. One or two questions which had not produced useful answers were omitted, and several additional ones were included (these are mentioned in the appropriate places in the report).

TABLE 1
POPULATION, SAMPLE AND RESPONSE

	Population	Sample (Number circulated)	Response	Response as percentage of sample
Arts	543	108	95	88
Social Sciences	242	49	48	98
Law	118	24	13	54
Science	672	135	111	82
Engineering	344	69	55	79
All students				
1st year	814	166	147	89
2nd year	585	116	94	81
3rd year	520	103	81	79
Men	1352	271	225	83
Women	567	114	97	85
TOTAL	1919	385	322	84

Extent and Nature of Library Use (Tables 2-5)

The 1965 sample had an even higher proportion of library users than the 1962 sample. The figures for use of departmental libraries are not comparable, since the Engineering departmental library had been transferred to the Main Library in the summer of 1962, and several small seminar collections (each the property of the department concerned) had been formed. Where comparison is possible, for Science students, use of departmental libraries had decreased.

The number of frequent borrowers was smaller than in 1962 (17 per cent. compared with 26 per cent.); in Arts the percentage had dropped from 56 to 34. As would be expected, borrowing reached its peak in the third year. The figures for consultation are similar to those for 1962, but fewer students used the Library as a place for working

with their own books or for other purposes, perhaps because of the increased pressure on seating accommodation.

One of the additional questions concerned the use of the Library for recreational reading, mainly for comparison with the 1964 survey of training college students. Southampton University students appear to use the library considerably less for this purpose than training college students (13 per cent. of whom were in the *often* category, 65 *occasionally*, and 22 *never*); Engineering and Law students in particular hardly used the Library for recreational reading. As in the training colleges, women were greater recreational users than men. Recreational use of the Library correlates positively with the extent of their previous public library use, and with the type of use which they made of their Hall libraries: in general, the same students tend to use libraries of different kinds for recreational reading.

TABLE 2
USE OF MAIN AND DEPARTMENTAL LIBRARIES

		(Percentages of sample)		
		Using main library	Using a departmental library	Using both main and departmental library
Arts	(95)	100	60	60
Social Sciences	(48)	100	52	52
Law	(13)	100	85	85
Science	(111)	92	69	62
Engineering	(55)	98	40	38
All faculties	(322)	97	60	57

Noté. One 1st year student in Science did not use the Library at all.

TABLE 3
EXTENT OF BORROWING FROM LIBRARY

		(Percentages of sample)											
		Much (at least 2 books a week)				Moderate				Very little or none			
		<i>Either or both</i>				<i>Either or both</i>							
		<i>Main</i>	<i>Dept.</i>	<i>Both</i>		<i>Main</i>	<i>Dept.</i>	<i>Both</i>		<i>Main</i>	<i>Dept.</i>	<i>Both</i>	
Arts	(95)	32	2	0	34	64	30	16	78	4	68	1	
Social Sciences	(48)	17	0	0	17	71	13	8	75	13	88	8	
Law	(13)	15	0	0	15	23	31	8	46	62	69	31	
Science	(111)	3	7	1	9	41	38	18	61	56	55	13	
Engineering	(55)	4	0	0	4	55	6	4	56	42	95	15	
All faculties	(322)	14	3	0	17	54	26	13	67	32	71	9	

TABLE 4
USE OF LIBRARY FOR PURPOSES OTHER THAN BORROWING

		(Percentages of sample)					
		Consultation		Working with own books		Other purposes	
		Main	Dept.	Main	Dept.	Main	Dept.
Arts	(95)	93	34	78	36	19	13
Social Sciences	(48)	85	27	69	23	15	8
Law	(13)	85	39	69	39	8	8
Science	(111)	60	59	64	36	18	10
Engineering	(55)	78	16	71	26	22	4
All faculties	(322)	78	39	70	32	18	9

TABLE 5
USE OF LIBRARY FOR RECREATIONAL READING

		(Percentages of numbers responding)			
		Often	Occasionally	Never	
Arts	(95)	7	50	43	$\chi^2 = 13.93$ $P < 0.01$
Social Sciences	(48)	2	44	54	
Law	(12)	8	17	75	
Science	(109)	2	50	49	
Engineering	(55)	2	27	71	
Men	(222)	4	39	57	$\chi^2 = 6.05$ $P < 0.02$
Women	(97)	4	54	42	
All students	(319)	4	44	53	

Book Requirements and the Library's Ability to Satisfy Them (Tables 6-7)

Whether because students wanted less (we have noted that borrowing declined), or because the provision of duplicates (which started only in 1964) had eased the situation, the problem of non-availability of books seemed to have become less serious since 1962, when 60 per cent. (80 per cent. in non-scientific faculties) stated that they *often* found wanted books already out on loan, and only 7 per cent. (all Science and Engineering students) *rarely* found them on loan. The number of students who sometimes found books they wanted not in the catalogue also declined, from 40 to 34 per cent. Although the trend is in the right direction, caution is necessary in interpreting these results, which need to be taken in conjunction with the increased number of criticisms of the book shortage (see *Criticisms and Comments* below). There is the interesting and important question of how far the shortage of books might have led to a decrease in demand, lecturers being less ready to recommend books unlikely to be available, and students adapting their wants to the supply. This raises a further question: what effect does the bookstock of a university library, both its quality and its quantity, have on the reading lists, and hence on the actual content, of academic courses?

These findings do not at first appear to be consistent with the actual statistics of requests for books on loan to other readers and from other libraries. The 92 per cent. increase since the 1961-62 session in inter-library borrowings can be explained as almost entirely due to the increase in the numbers of staff and research students. Figures for book reservations in session 1961-62 do not exist, but the figures for 1964-65 show an increase of 51 per cent. over the previous session alone; most of these reservations

were certainly made by undergraduates. It is possible that the interpretation of 'often' and 'sometimes', which must be completely subjective, had changed over the three years. However, the number of reservations is likely to vary not only with the number of books required, but with the probability, as seen by students, of obtaining books reserved: the smaller the chance of a reservation being successful, the fewer reservations there are likely to be. More reservations do not therefore necessarily reflect less availability of books: they may even reflect more.

In spite of the fact that more books had been restricted or confined to the Library in some way since 1962, the proportion of students who wanted more books confined was almost identical in both surveys. Only 7 per cent. wanted fewer books confined. This suggests that a drastic tightening of the rules concerning borrowing, or even the establishment of a separate reading room with a totally or partially restricted book-stock, would benefit a majority of students and be welcomed by them.

When students were asked in 1962 whether they often needed more than five books on loan at the same time, 15 per cent. said they did. This restriction on numbers came into force in October 1962 and although the proportion of students in 1965 who actually found this rule a hardship had increased slightly (to 21 per cent.), only among Social Science students was the increase important (from 5 to 29 per cent.).

TABLE 6
ABILITY OF LIBRARY TO SATISFY BOOK REQUIREMENTS

		<i>(Percentages of numbers responding)</i>						
		Wanted book already on loan			Wanted book not in library			
		<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	
Arts	(93)	62	30	8	(93)	11	34	55
Social Sciences ..	(48)	73	25	2	(47)	6	32	62
Law	(13)	54	23	23	(11)	9	18	73
Science	(106)	33	42	26	(100)	4	22	74
Engineering ..	(51)	27	39	33	(53)	6	19	62
1st year	(140)	33	42	25	(139)	6	19	76
2nd year	(91)	59	28	13	(86)	9	33	58
3rd year	(80)	61	29	10	(79)	6	34	60
All students ..	(311)	48	34	18	(304)	7	27	66

TABLE 7
ATTITUDES TOWARDS CONFINEMENT OF BOOKS TO THE LIBRARY

				<i>(Percentages of numbers responding)</i>		
				Number of books students wanted restricted		
				<i>More</i>	<i>Fewer</i>	<i>Same as at present</i>
Arts	..	..	(93)	51	7	43
Social Sciences ..	..	..	(48)	65	13	23
Law	..	..	(13)	31	23	46
Science	..	..	(106)	45	4	51
Engineering ..	..	..	(52)	52	4	44
1st year	..	..	(141)	41	9	50
2nd year	..	..	(91)	55	3	42
3rd year	..	..	(80)	61	6	33
All students ..	..	..	(312)	50	7	43

Book Purchasing by Students (Table 8)

The numbers of books bought by students during the session differed little from 1962. Only Social Science students bought more on average and this difference may be due to the increasing number of paperbacks in their subjects.

More meaningful than the number of books bought is the cost of them; unfortunately this was not asked in the previous survey. The median of £11 14s.† is about half of what one would expect if students had spent on books a reasonable portion of the £30 of their grants allowed for books, stationery and equipment. Only 8 per cent. spent more than £25. 10s. on books. The decline in expenditure between first and second years, from a median of £16. 16s. to a median of £6. 18s., is startling. Strictly, the period of expenditure was only from September to May, but it is doubtful if many more books would be bought between May and July.

Interestingly, there was no correlation, either positive or negative, between book purchasing and either the extent of borrowing from the Library or the students' experience of availability of library books. Book-buying seems to be independent of library use: apparently university students do not borrow more, or suffer more from non-availability, because they buy less, or vice versa.

TABLE 8
AVERAGE NUMBER AND COST OF BOOKS BOUGHT DURING SESSION

		Number		Cost	
		Mean	Median	Mean £	Median £
Arts	1st year	26	27	16	16
	2nd year	13	12	9	7
	3rd and 4th years	13	11	8	5
	(All years)	18	16	11	11
Social Sciences	1st year	19	18	17	16
	2nd year	14	9	8	7
	3rd year	7	2	6	3
	(All years)	15	14	12	12
Law	1st year	13	13	17	—*
	2nd year	12	—*	22	—
	3rd year	8	—	16	—
	(All years)	12	12	18	17
Science	1st year	11	10	18	17
	2nd year	4	4	8	7
	3rd year	5	4	10	10
	(All years)	7	7	13	11
Engineering	1st year	15	14	19	19
	2nd year	4	4	7	5
	3rd year	3	3	5	3
	(All years)	9	8	12	12
All faculties	1st year	17	14	17	17
	2nd year	8	6	9	7
	3rd year	8	5	8	5
Overall averages		12	10	12	12

†This figure is an inflated one, due to the high proportion of first-year students in the sample. If the 'average' student spends for each year of his university course the appropriate median sum, he will spend in all £29.2s.—an average of £9.14s. a year.

*Numbers too small for meaningful calculation.

Layout of the Library

Rather fewer students found difficulty with the layout of the Library than in 1962: 14 per cent. compared with 21. Several students specifically included the layout in their favourable comments, but on the other hand there was a number of requests for more plans and guiding (see Criticisms and Comments below). Least difficulty was experienced by first-year students; this may be because senior students had been confused by the book moves mentioned in the Introduction, or possibly because first-year students had had a more effective introduction to the Library.

Use of Catalogues (Tables 9-10)

Whether because a larger bookstock made it more necessary or because of a genuine change in attitudes on the part of students, rather more used the catalogues as a first resort for finding a book than in 1962—37 per cent. compared with 28. The increase was shared by all faculties except Engineering, while in Social Sciences it was remarkable—from 48 to 70 per cent. Unlike the 1962 survey, which showed a substantial decrease in the use of the catalogues as a first resort between the first and second years (and only a slight recovery in the third), differences between the three years of the course were negligible. There was the expected high correlation between the extent of borrowing and readiness to use the catalogue.

The degree of satisfaction with the catalogue entries was the same as in 1962: 83 per cent. (96 per cent. in Social Sciences) found them clearly and helpfully arranged. Men were more critical than women: 11 per cent. found the cards too detailed (compared with 3), and 12 per cent. found the information inadequate (compared with 4).

The question concerning difficulty of use of the catalogues was broken down into author and classified catalogues. The author catalogue was found difficult by only 11 per cent. but 35 per cent. found the classified catalogue difficult, the percentage increasing over the three years of the course (presumably as subject needs became more subtle and specialised). Some clues to the reasons for this are provided by the answers to a further question, which invited students to outline any difficulties they had in using the catalogues. Many students did not answer this question, but among those that did, much the commonest complaint was of the classified arrangement (i.e. the classification itself), described variously as separating similar material, allocating subjects to unexpected places, and as being simply unintelligible. The next most frequent complaint was of the lack of an alphabetical index to the classification. Anyone who has used a subject catalogue classified by the Library of Congress Classification, with only the printed List of Subject Headings as an index, must sympathise with these students.

The other comments on the catalogues made by students were less useful, partly because their lack of acquaintance with the correct terminology made it hard to know precisely what they were criticising. It was however clear that some headings in the author catalogue (e.g. those with prefixes) created problems; that the location marks (both old- and new-style) were not always understood (though guides to their use were displayed on the catalogue cabinets); that some would prefer separate catalogues in appropriate areas of the library to a centralised catalogue; and that there was some demand for an index to the periodicals taken by the Library.

TABLE 9
USE OF CATALOGUES

	(Percentages of numbers responding)			
	<i>As first resort</i>	<i>Used catalogues When could not find book easily otherwise</i>	<i>Never if could avoid it</i>	
Arts (95)	46	53	1	$\chi^2 = 52.79$ $P < 0.01$
Social Sciences (47)	70	28	2	
Law (13)	23	46	31	
Science .. (105)	21	59	20	
Engineering .. (54)	24	57	19	
1st year .. (143)	35	53	12	
2nd year .. (90)	38	48	14	
3rd year .. (81)	38	53	9	
All students .. (314)	37	52	12	

TABLE 10
DIFFICULTY OF CATALOGUE USE

	(Numbers responding are given in parentheses) Found catalogues difficult to use			
	<i>Author Catalogue</i>		<i>Class Catalogue</i>	
Arts	(93)	5	(86)	43
Social Sciences ..	(48)	6	(46)	37
Law	(10)	10	(10)	50
Science	(89)	12	(88)	25
Engineering ..	(48)	23	(47)	34
1st year ..	(129)	9	(124)	28
2nd year ..	(84)	16	(82)	38
3rd year ..	(75)	9	(71)	44
All students ..	(288)	11	(277)	35

Subject Reference Methods and their Success (Table 11)

The use of various methods for finding material on a subject was the same as in 1962, the only differences being a slight decrease in the use of the subject catalogue (from 78 to 71 per cent.) and a slight increase in the use of library staff (from 31 to 38 per cent.). The success rates too were similar, except that there was less difference between the rates for the various methods; library staff again stood well above the others in success. The heaviest borrowers from the Library not only used all five methods considerably more, but were more likely to achieve success with them.

The ways students went about obtaining references for a dissertation had also changed little in the three years, though references in books (used by 64 per cent.) had been superseded by tutor's advice (75 per cent.) as the most popular method, while the number using bibliographies dropped from 27 to 14 per cent. Library staff were again used by very few indeed—only 3 per cent.; students clearly do not think that they can usefully supplement the references and suggestions given by their tutors.

TABLE 11
BIBLIOGRAPHICAL REFERENCE METHODS AND THEIR SUCCESS

	Numbers searching for material on new subject	Searching Shelves	(Percentages of first column)			Library Staff
			Subject Catalogue	Bibliographies	Tutor or Lecturer	
Arts	(62)	60	74	34	29	42
Social Sciences ..	(32)	59	72	28	41	84
Law	(10)	80	60	20	40	50
Science	(55)	84	67	24	31	20
Engineering ..	(33)	58	76	15	15	36
All faculties ..	(192)	67(129)	71(137)	26(50)	30(57)	38(73)
Students reporting success ..		74	(Percentages of line above)			95
			82	74	83	

Attitudes to the Library Staff (Tables 12-13)

The number of students who knew one or more of the staff personally or by name increased from 15 per cent. in 1962 to 26 per cent. Social Science students, lowest in 1962 with 5 per cent., were highest with 42 per cent. (The difference between faculties is significant at the one per cent. level). Forty-eight (48) per cent. knew six or more of the staff by sight, 37 per cent. between three and five, 15 per cent. two or fewer: the figures for 1962 are respectively 41, 45 and 10 per cent. Asked how many in all they thought were employed by the Library, most students guessed between 10 and 21, 8 per cent. putting the number over 30 (the true figure was 35).

Rather more students found the library staff *always helpful*: 77 per cent., compared with 65. Science students (from 53 to 77 per cent.) and Social Science students (from 67 to 81 per cent.) showed the biggest increases. The proportions expressing reluctance to put queries to the staff, and the reasons given for reluctance, were much the same as in 1962. Again, significantly (at the two per cent. level) more women (50 per cent.) than men (33 per cent.) admitted reluctance.

Social Science students, most reluctant in 1962, were least reluctant this time. They were also the most confident of the library staff's ability to answer a special subject query. On the whole, the answers to this last question showed little change, though what change there was, was slightly for the better. Encouragingly, first-year students had rather more faith in the staff than the freshmen of three years ago.

That the relations between staff and students were generally good was emphasized by the number of favourable comments on the library staff (see *Criticisms and Comments* below).

TABLE 12
ATTITUDES TO LIBRARY STAFF

		(Percentages of sample)				Reluctant to put queries to Library staff
		Always helpful	Finding library staff Helpful but not always available	Not helpful	No response	
Arts	(95)	69	22	2	6	46
Social Sciences ..	(48)	79	19	0	2	31
Law	(13)	77	15	0	8	39
Science	(111)	61	19	5	14	36
Engineering ..	(55)	73	11	0	16	35
1st year	(147)	61	24	3	12	40
2nd year	(94)	70	18	2	10	37
3rd year	(87)	81	9	2	7	36
All students ..	(322)	69	18	2	10	38

TABLE 13

ESTIMATE OF LIBRARY STAFF'S ABILITY TO HELP WITH A SUBJECT QUERY

	(Percentages of sample) Thinking library staff could help with a subject query			
	Yes	No	Never occurred to student	No response
Arts (95)	45	7	45	2
Social Sciences .. (48)	56	8	33	2
Law (13)	31	23	38	8
Science (111)	22	20	54	5
Engineering .. (55)	40	18	40	2
1st year (147)	35	14	49	1
2nd year (94)	35	11	49	5
3rd year (81)	43	19	35	4
All students .. (322)	38	14	45	3

Students' Assessment of their Ability to Use the Library

The fact that slightly fewer students than in 1962 estimated that they had made progress in the use of the Library may be due as much to an increase in humility as to a decrease in progress. The only major change was again in Social Sciences, where the percentage increased from 24 to 46. Rather more students found the Library intimidating at first (25 per cent., compared with 19). Women were significantly (at the one per cent. level) more intimidated than men.

Instruction in the Use of the Library and its Effectiveness

A special interest attaches to the methods used by the Library for instructing students, and their effectiveness, insofar as it can be assessed from the survey data. The two main methods in the last three years have been the tour for freshmen in the week before the Autumn Term (superseded by lectures illustrated with slides in October 1964), and seminars, given to students in the Faculties of Arts, Social Sciences and Law in small groups in the first term of their first year.

Eighty-three (83) per cent. of the sample had attended either the tour or the lecture. From the rather crude data yielded by the survey, it would appear that it made no difference to any aspect of their library use or their attitudes whether they attended or not. This was not unexpected. The main purpose of the tour or lecture is to enable students to find their way around in the first two or three weeks and to understand and follow the borrowing regulations and procedure; only a survey applied to freshmen in their third or fourth weeks could establish whether this purpose had been attained.

Of much more interest and importance is the effectiveness or otherwise of seminars. Of the students in the sample in non-scientific faculties, 39 per cent. had attended a seminar. As mentioned earlier, seminars had gradually been extended from a tentative beginning on a voluntary basis to cover a larger proportion of students each year: thus, of third-year students in the sample, only 15 per cent. had attended, compared with 52 per cent. of first-year students.

No significant differences were found between students in non-scientific faculties who had or had not attended seminars in most of the aspects of library use where change might have been hoped for: no difference in difficulty with layout or with catalogues, in use of reference methods or success with them, in estimates of the library staff's helpfulness or reluctance to use them, or in progress in the use of the library.

Only in the students' belief that library staff could help with a specialist subject query (55 per cent. compared with 44) was even a slight difference discernible.

Students who had attended seminars were asked to evaluate them, as *very useful*, *fairly useful*, or *not very useful*. Fifteen (15) per cent. put them in the first category, 49 in the second, and 36 in the third. Numbers in individual faculties are too small for valid comparisons to be made, but the percentage of Social Science students who rated seminars *very useful* (32 per cent.) was much higher than in the other two faculties (7 per cent.), and a much smaller proportion thought them *not very useful* (16 per cent., compared with 45). Little weight would be attached to these differences were it not that they are paralleled by a number of other differences (see *Conclusion* below).

Should we conclude that seminars in library use are a waste of time? It is hard to believe that students, whose inability to use the library or find information efficiently is a matter of everyday experience of most librarians, do not need some guidance or instruction. The inexperience of library staff in handling seminars, which may have been one factor in the failure of seminars to achieve clear results, will of course correct itself in the course of time. A much more important factor was probably the timing of seminars. The first term of the first year was never thought by the library staff to be the appropriate time for seminars, since the sort of information imparted was likely to be really useful only in the second year, when students venture beyond elementary reading and many of them start work on dissertations—and by that time it would probably have been forgotten. The attempt to anticipate future needs in this way was necessary because there was no later opportunity to instruct students, but its evident lack of success is not surprising. While an hour with students in the first year is all to the good, a similar period—or better, two or three such periods—in the second year would be much more satisfactory.

It is interesting to note that when students were asked in 1962 whether they would attend seminars in library use if they were provided, only 25 per cent. in non-scientific faculties said they would, compared with 30 per cent. in scientific faculties. Perhaps the Library has been quite wrong in assuming that the needs of Arts and Social Sciences are so much greater than those of Science and Engineering. In fact, a series of lectures on an elementary level was given to first-year Engineering students in the Autumn Term of 1964; experiments with seminars on a voluntary basis might well be worth undertaking.

It should be remembered that instruction of this kind is very much of a new departure in British universities. With more experience, both the content of seminars and its presentation could undoubtedly be improved; this too would be more likely to happen if seminars were moved to the second year, when students would be better able to state their needs and when the relevance of the instruction given could be more accurately assessed. Lecturers too should be asked to attend one or two seminars in their subjects, in order to criticise and suggest improvements, and to become acquainted with what the library staff is trying to do. If, by such means as these, seminars can be refined to the point where they are directly tackling the known reference difficulties of the student, their value should no longer be in question.

Relation of Public Library Use to University Library Use

The previous survey revealed virtually no correlation between current university library use and either the size of public library used before coming to university or the frequency with which students had used it. However, the training college survey carried out in May 1962 showed consistently significant (though not very high) correlations between public and college library use. Was there a real difference between university and college students, or were the 1962 results a statistical accident?

This time some slight correlations did emerge. The size of public library previously used bore some relation to students' readiness to use the catalogue and their 'intimidation' by the library on arrival. The extent of previous use showed slight correlations with the first of these factors, and also, interestingly, with the extent of borrowing from

the Library (significant at the one per cent. level), and the amount of progress made in the use of the Library. This however is a very different picture from that shown by training college students: it does seem that if a student goes to university, he makes a much cleaner break with previous library use than if he goes to college. The whole life of a university may represent a much more radical change from previous experience than college life, and library use may be just one aspect or symptom of this general change.

It should be noted that although previous public library use showed little relationship with use of the University Library, it did correlate with use of Hall libraries and with public library use, both in term and vacation. Leisure reading habits may therefore be carried over even if general library habits are not.

Criticisms and Comments (Tables 14-15).

As in 1962, students were invited to criticise any aspect of the Library they wished, and this time they were also asked whether there were any features or aspects of the Library which they thought specially satisfactory.

The most common criticism was of the shortage of seating, which drew a higher proportion of comments than in 1962. The book shortage also received more mentions than three years ago (not enough duplicates, not enough books confined to the Library, or simply not enough books). On the other hand, there were quite a few favourable comments on the quality of the bookstock, especially of certain parts of it.

Physical factors such as heating, ventilation, lighting and noise received not a few unfavourable comments, but a good deal more favourable ones; the tables and chairs in particular were much liked, while the chief criticism was of noise. The issue system was still unpopular, while the regulations governing borrowing were even less popular than in 1962, although both had been changed with a view to making it easier for the borrower and providing a quicker turnover of stock. The procedure of reserving and recalling books, approved in principle, was often slow and ineffective in practice. The hours of opening again came in for much criticism.

TABLE 14

CRITICISMS AND SUGGESTIONS (fewer than 7 comments not listed)

	Arts (95)	<i>(Actual numbers commenting)</i> Social Sciences (48)	Law (13)	Science (111)	Engin- eering (55)	All Students (322)
Shortage of seating	23	12	6	14	5	60
Insufficient duplicates	14	10	1	7	3	35
Issue regulations, reservation system	12	9	1	8	4	34
Noise	11	6	2	9	5	33
Hours of opening	13	4	0	8	5	30
Guiding of shelves, plans	10	4	0	6	2	22
Heating and ventilation	9	3	3	5	2	22
Insufficient books	5	5	1	5	4	20
Issue system (method of taking books)	5	2	0	7	4	18
Reservation system	12	2	0	4	0	18
Booking of seats by students	10	1	2	3	1	17
More 'reserved' books wanted	6	4	0	6	1	17
Theft of books by students	9	3	1	3	0	16
Rules (smoking, ink, &c.)	1	2	0	6	1	10

Some students wanted yet more, or clearer, guiding of the shelves (actual shelf-guides are in fact far from completed). They frequently criticised other students, for noise, for 'booking' seats, and for removing books illegally. The library staff in

general, and the Counter staff in particular, were one of the main objects of favourable comment. The freedom of use too was appreciated—a freedom which could be maintained if some students had not abused it.

TABLE 15
FAVOURABLE COMMENTS (fewer than 7 comments not listed)

	<i>(Actual numbers commenting)</i>					All Students (322)
	Arts (95)	Social Sciences (48)	Law (13)	Science (111)	Engineering (55)	
Physical features (light, heating, decor, &c.)	16	7	3	14	6	46
Furniture	6	3	4	10	7	30
Bookstock	13	3	3	10	1	30
Layout of books	9	1	2	5	1	18
Staff	3	6	0	3	5	17
Counter service (incl. reservation system)	4	4	0	2	1	11
Classification and catalogues ..	5	4	0	0	2	11
Freedom of use	5	2	0	1	2	10
Issue regulations	4	4	0	0	2	10
Issue system	4	0	0	1	2	7

Libraries in Halls of Residence (Table 16)

If the use of Hall libraries revealed by the 1962 survey was disappointing, that revealed by the present survey was much more so. Only 11 per cent. (compared with 44 per cent. in 1962) of those in Hall used the library a good deal; 26 per cent. never used it. The decline in the number of non-users over the three years (from 34 to 13 per cent.) may indicate that use of the library increases during the undergraduate's course—or it may indicate that each year's intake of students uses the library less than the previous year, in which case the situation in three years' time will be even worse.

Of those who did use the library, a larger proportion than in 1962 used it mainly for leisure reading (68 per cent., compared with 52), and correspondingly fewer for material directly connected with their subject. (21 per cent., compared with 36). Of all the differences between men and women in the survey, that between their use of Hall libraries is one of the most striking: twice as many women as men used the library a good deal, and nearly eight times as many used it for purposes of study.

Both the extent and the nature of Hall library use were related to the extent of borrowing from the University Library (the more frequent borrowers being more likely to use the Hall library for purposes of study). The heaviest recreational readers used their Hall library most, and were much more likely to use it for leisure reading; this applies both to those who used the University Library for recreational reading, and to those whose primary use of their school libraries was recreational.

Perhaps the declining use of Hall libraries may be partly due to the increasing intensity of university courses, but it is hard to believe that the intensity increased all that much. The principles of selection of books for Halls had not changed significantly in the three years. Nor can such factors as differences in the social background of students have been responsible for so steep a decline. What has increased greatly in the last three years is the pressure on university places. Has this become so great that the use of books other than those necessary for study has never had a chance to develop during adolescence?

Before the effectiveness of Hall libraries can be judged, we really need to know whether any students who would not otherwise have read 'good' literature, books on, say, art and music, or writings on subjects other than their own, were induced to do so because of Hall libraries; what sort of books students would wish to see in Hall libraries, whether use would greatly increase if such books were provided, and whether they

would be drastically different from the present bookstock. At present, Hall libraries seem to be there mainly as a 'good influence': the question is not so much whether they are good as whether they are an influence.

TABLE 16
USE OF LIBRARIES IN HALLS OF RESIDENCE

	Number of Students in Hall	(Percentages of first column) Extent of Use		
		<i>Good deal</i>	<i>Not much</i>	<i>Never</i>
Arts	45	20	67	13
Social Sciences	21	5	67	29
Law	9	11	67	22
Science	61	8	62	30
Engineering	36	8	58	33
Men	126	9	61	30
Women	46	17	70	13
All students	172	11	63	26

Use of Southampton Public Libraries (Table 17)

The decline in the use of Hall libraries was accompanied by a decline in the use of the local Public Library: the 48 per cent. who used it in 1962 had dropped to 31 per cent. The decline was common to all five faculties and to all three types of use. The increasing self-sufficiency of the University Library is unlikely to be the main reason, since its deficiencies were still keenly felt, and in fact borrowing from it had declined slightly. The contrast with training college students in Southampton, 92 per cent. of whom used the Public Library, is startling. The only explanations one can offer are those suggested in the previous section.

Public library use is positively correlated with the extent of borrowing from the University Library, with the frequency of recreational use of the University Library, with the age of the students (it is one of the few factors with which age is correlated), and with both the size of public library previously used, and the frequency of its use, (chi-square tests all gave a significance at the one per cent. level). Women used the Public Library much more than men, especially for borrowing.

TABLE 17
USE MADE OF SOUTHAMPTON PUBLIC LIBRARY

		(Percentages of sample)			
		Used public library	Nature of Use		
			<i>Borrowing</i>	<i>Reference</i>	<i>Working with own books</i>
Arts	(95)	39	36	13	4
Social Sciences	(48)	52	46	19	4
Law	(13)	15	8	8	8
Science	(111)	22	16	7	3
Engineering	(55)	22	18	11	0
Students in halls	(175)	23	18	7	2
Students in lodgings	(141)	40	35	16	5
Students at home	(6)	67	67	33	0
All students	(322)	31	26	11	3

$\chi^2 = 12.03$
 $P < 0.01$

Vacation Use of Libraries (Tables 18-19)

The most important question additional to those asked in 1962 concerned the students' use of libraries during vacations. The eight books that students are allowed to borrow for vacations from the University Library would seem to be more than adequate for the large majority of students; only 22 per cent. of the sample borrowed their full quota, and of these only 22 per cent. (5 per cent. of the sample) found it insufficient; nearly all of these were Arts students. The quota may indeed be too high for all students to have a fair share, although no student mentioned this among his criticisms.

Not many (21 per cent.) used other university or college libraries during vacations, but a large majority (79 per cent.) used public libraries. Most of this use was borrowing, but nearly half made use of public libraries for reference, and nearly a quarter as a place for working with their own books. Only 19 per cent. used neither a public nor a university library during vacations. Perhaps because more of them took jobs, fewer men than women used libraries in vacation; but this difference may be simply an instance of the general difference between the sexes in library use.

TABLE 18

USE MADE OF UNIVERSITY OR TECHNICAL COLLEGE LIBRARIES DURING VACATION

				(Percentages of sample)			
				Used university libraries	Nature of Use		
					Borrowing	Reference	Working with own books
Arts	..	..	(95)	25	16	23	14
Social Sciences	..	..	(48)	10	2	8	4
Law	..	..	(13)	54	8	39	39
Science	..	..	(111)	20	11	18	13
Engineering	..	..	(55)	16	9	13	9
All faculties	..	..	(322)	21	11	18	12

TABLE 19

USE MADE OF PUBLIC LIBRARIES DURING VACATION

				(Percentages of sample)			
				Used public libraries	Nature of Use		
					Borrowing	Reference	Working with own books
Arts	..	..	(95)	82	78	51	36
Social Sciences	..	..	(48)	79	75	50	23
Law	..	..	(13)	77	77	39	23
Science	..	..	(111)	83	73	46	22
Engineering	..	..	(55)	66	56	42	9
All faculties	..	..	(322)	79	72	47	24

Conclusion

Two features of the survey call for special comment. The first is the greater use made of libraries by women. They used the University Library far more for recreational reading, and borrowed more from it for vacations; they used the catalogue more, and were more satisfied with the cards; they had more confidence in the Library staff, but were

more reluctant to ask them queries, and were more 'intimidated' by the Library on first arrival; more of them attended Library tours and seminars; and they made more use of Hall libraries, Southampton Public Libraries, and public libraries during vacation. These differences exist with each faculty, and are all statistically significant (most of them highly significant). The explanation must surely lie in personality factors: presumably women are on the whole more amenable, and perhaps more conscientious than men, more ready to admit they need help, and less ready to criticise.

Secondly, Social Science students not only showed remarkable improvements over 1962 in such matters as book purchases, use of catalogues as a first resort, personal acquaintance with library staff, estimates of staff helpfulness and willingness to ask them queries, and progress in the use of the Library, but were well ahead of other faculties in some of these aspects, as well as in their valuation of seminars. There may be hidden factors at work here—the faculty had increased its size and range of subjects very considerably in the three years. At least part of the explanation however may be a personal one. As it happened, I was the only member of the library staff who had taken seminars who was normally visible and accessible to students; and most of the seminars I had taken were in Social Sciences. These students would therefore be more aware than those of other faculties of the help I could give, which, because of my own special interest in the social sciences, was probably greater than I could give to other faculties. One of the intentions of seminars was to break down the barrier that seemed to exist between library staff and students; perhaps the breaking of this barrier, if broken it is, occurs only between the individuals concerned in the seminar, and is not generalised to the remainder of the library staff.

Whether this constitutes an argument for subject specialists on the library staff depends on whether the use made of me was due primarily to my subject interest or to the fact that the students had already met me. The knowledge and the opportunity to communicate it are obviously both essential in an advisory service: knowledge uncommunicated is useless, communication of inadequate knowledge dangerous.

Southampton University students, then, used the University Library more exclusively than in 1962; and their attitudes showed some slight changes for the better. The main changes revealed by the survey are as follows:

1. Slight declines in the use of the Library for borrowing and as a place for working.
2. Steep declines in the use of Hall libraries and Southampton Public Libraries.
3. An increase in the Library's ability to satisfy students' book requirements.
4. An increase in the use of the catalogues as a first resort.
5. A decline in difficulty with the Library's layout.
6. An improvement in students' assessment of staff helpfulness.
7. Great improvements in the attitudes of Social Science students.

Items 5 and 6, and possibly 4 and 7, can reasonably be attributed largely to the policies outlined in the Introduction. It was hoped that other improvements would have occurred; but the rapid increase in student numbers, and in the pressure of work on library staff, might well have brought about a deterioration in library-student relations if there had been no positive attempt to make the Library more usable. Moreover, supply tends to create demand: no-one can ask for more of something he has never experienced. This may account, for example, for some of the requests for more plans: the level of expectation may have risen.

Much remains to be done. Library staff and reference material are still not used where we know they could and should be used. The Reader Service does of course exist for all library users, and its existence may well be justified by the use made of it by teaching staff and research students; unfortunately undergraduates, who need it most, are least easily persuaded to use it.

The chief measures needed to improve the situation would appear to be:

1. The transfer of library seminars to the second year, and their establishment on a firm basis as a recognised part of the curriculum.

2. The completion of shelf-guiding, the provision of clearer plans, and of a better guide to location marks.
3. The construction of a subject index to the classification, for use with the Classified Catalogue.
4. Greater publicity to the reference function of Reader Service, perhaps by notices and by signs reading 'Enquiries' in the area.
5. As much contact as possible between library staff and students, both on formal and informal levels.

Finally, two things should be said about the survey itself. First, it should if possible be followed at intervals by further surveys, perhaps at intervals rather longer than the last (say five years); alternatively, or in addition, the same students who were sampled in the first year by this survey might be followed up in their final year. The questionnaire, crude though it is, has twice produced useful data, and could be used again with minor amendments (possibly in a shortened form); a different questionnaire would of course produce information which would not be strictly comparable.

Secondly, as suggested above, the results of surveys of this kind are hard to assess, and of limited value, in the absence of a standard of comparison. For all we know, other libraries may be achieving as much or more by quite different methods, or by no deliberate method at all. Efforts should be made to induce other libraries to carry out similar exercises.

I would like to thank Mr. Bland for his encouragement and co-operation, not only in the survey, but in the development of reader services; Miss Mavis Tidmarsh, who did a great deal of the coding and analysis, as well as making helpful suggestions; Mrs. Barbara Turnham, who carried out significance tests; and all the students who co-operated.

M. B. LINE

October 1965.

QUESTIONNAIRE

Please do NOT put your name on this form. Answer briefly. Tick 'boxes' where provided. Please make sure you answer *all* the questions.

1. Faculty _____ Department _____

Year of course: 1st/2nd/3rd/4th

Age: years months Sex: Male/Female

Type of residence in Southampton: Hall/Lodgings or Flat/Home

2. Did you use any libraries before coming to university? Yes/no

(a) Public library. Which did you use? (State name, and whether main or branch library)

How much did you use it, whether for borrowing or for reference?

frequently (once a week or more) []

moderately (once a month or more) []

infrequently (less than once a month) []

(b) School library. Did your secondary school have a library? Yes/no

Did you use it primarily: for school work? []

or for recreational reading? []

3. Do you use: the Main University Library? Yes/no

Departmental Libraries? Yes/no

How much do you use the Library for borrowing? Main Dept.

a good deal (2 or 3 books a week on average, or more) [] []

a moderate amount (less than above) [] []

never or very rarely [] []

Do you use the Library for:

consultation of reference or other library material? [] []

working with your own books, or writing up lecture notes? [] []

other non-academic purposes (e.g. letter-writing, a place to be quiet, etc.)? [] []

Do you use Library books for recreational reading? Often/occasionally/never

4. How many books relating to your studies have you bought in the current session? _____

How much did they cost? _____

5. Do you find the general layout of the Library and of the books on shelves:

easy to follow? []

difficult or inconvenient? []

For example, do you have difficulty in finding your way to books on a subject you have not previously studied?

Yes/no

6. Do you use the catalogues for finding a book:
 as a first resort? []
 when you cannot find a book easily otherwise? []
 never if you can avoid it? []
 Do you find them difficult to use? Author Catalogue? Yes/no
 Class Catalogue? Yes/no
 Do you think the information on the cards:
 unnecessarily detailed? []
 inadequate? []
 clearly and helpfully arranged? []
 Could you outline briefly any difficulties you have in using the
 catalogues?
-
7. Have you ever wanted to find out what material the Library has on a
 a definite topic new to you? Yes/no
 If you have tried, how did you set about it? (mark as many categories
 as are applicable)
 (a) by searching the shelves? []
 (b) by using the subject (classified) catalogue? []
 (c) by using subject bibliographies? []
 (d) by asking your tutor or a lecturer? []
 (e) by asking the library staff? []
 By which, if any, of these methods did you have success?
 (cancel those not applicable) (a) (b) (c) (d) (e)
-
8. Are you doing, or have you done, a dissertation, or worked up a special
 subject for an essay? Dissertation /essay/neither
 If so, quote the subject of one.....
 Could you state briefly how you set about finding material on the
 subject? (e.g. references in other books or periodicals, tutor's
 advice, separate bibliographies, etc.)

-
9. Do you know any of the library staff personally or by name? Yes/no
 If so, can you say whether they are counter assistants or other staff? Yes/no
 How many (in numbers) of the library staff do you know by sight?.....
 How many altogether would you say are employed by the Library?.....
 On the whole, would you say that the library staff were:
 always ready to help when you want them? []
 helpful but not easy to get hold of? []
 not very helpful? []
 Do you feel any reluctance in putting queries to the library staff? Yes/no
 If so, do you feel that:
 your question may seem too elementary and that you ought to know
 the answer? []
 the staff appear too busy on their own work to deal with it? []
 they would probably not be able to help? []
 Do you think the library staff could help you with a specialist
 subject query? Yes/no/it has never occurred to me
-

10. Do you think you are making as full use of the Library as you might? Yes/no
 Do you feel that you have made much progress in your use of the Library since you first used it? None/slight/considerable
 Did the Library seem a rather intimidating sort of place when you first came here? Yes/mildly/no
 Did you attend the library tour/lecture in your first week here? Yes/no
 Have you attended a library seminar? Yes/no
 If so, did you find it useful? Very/fairly/not very
-
11. Do you ever find that a book you want has been taken out? Often/sometimes/rarely
 About how many times this session? _____
 Do you ever find that a book you want is not in the catalogue? Often/sometimes/rarely
 About how many times this session? _____
 Do you think that more of the books in your subject should be 'reserved' (i.e. confined to the Library)? No/more/fewer
 Do you often find you need more than five books on loan at once? Yes/no
-
12. Are there any particular aspects of the Library and its administration which you feel to be the cause of frustration or confusion? Yes/no
 What are they? _____

 Have you any positive suggestions for improvements which might make the Library more satisfactory or easier to use?

 Are there any features or aspects of the Library which you think specially satisfactory?

-
13. If you live in a Hall of Residence, do you use the books in your Hall Library? A good deal/not much/never
 If you do, are they primarily:
 directly connected with your subject? []
 marginal or background reading? []
 leisure reading, unconnected with your university course? []
-
14. Do you use Southampton Public Library at all? Yes/no
 If so, do you use it:
 for borrowing? []
 for reference? []
 as a reading room for working with your own books? []
 (mark as many categories as are applicable)

15. In vacations, do you usually borrow your full quota of 8 books from the University Library? Yes/no
- If you do, do you find it sufficient? Yes/no
- Do you use any libraries at or near your home town? (mark as many categories as are applicable)
- University or technical college libraries: Borrowing/reference/working with your own books
- Public libraries: Borrowing/reference/working with your own books
-

Appendix 8

REPORT OF THE SUB-COMMITTEE OF SCONUL ON FINANCIAL STANDARDS IN UNIVERSITY LIBRARIES

I. Introduction

1. The Sub-Committee was appointed by the Standing Conference of National and University Libraries at its meeting at Reading University on 2 April 1965, and consists of Mr. R. O. MacKenna (Chairman) (University of Glasgow), Messrs. E. R. S. Fifoot (University of Edinburgh), K. Garside (King's College, London), W. L. Guttsman (University of East Anglia), P. Havard-Williams (Secretary) (Queen's University, Belfast), and B. C. Vickery (Manchester College of Science and Technology). The Sub-Committee has held four meetings.

2. Financial standards for university libraries have to be considered in relation to the extraordinary continual increase in published material, and the need for scholars to have access to a continuously greater range of material. While it may be true that individual scholars and research workers are narrowing as well as deepening the range of inquiry, it is equally true that it is becoming more and more difficult for the scholar to discover and locate the precise document he needs. It is against the background of greatly increased publication rates, and the need for the development of service to readers in university libraries that the present report has been prepared.⁽¹⁾

3. Not only is the amount of literature increasing, prices for books and journals are also increasing. Our own investigations have indicated an annual rate of increase in prices of about 10 per cent., though the figures we have considered from different libraries have varied from 5 per cent. to as much as 18 per cent. The general trend is indicated also by comparison of the average price of books over the past ten years which rose from 14s. 2½d. in 1954 to 27s. 7d. in the second half of 1964. The German *Wissenschaftsrat* considers that the flow of literature is increasing at an annual rate of 5 per cent., but found a lower annual rate in price increase, viz.: 4-5 per cent. Nevertheless, it stated that book funds must increase annually by 10 per cent. to allow for the increase in prices and also for the increase in rate of publication. An interesting correlation between book prices and the cost of living is given in a note on West German book prices in *Library Resources and Technical Services*, v. 9, 1965, p. 7:

Summary Table
(1954 Average = 100)

Book Price Index		Cost of Living Index*	
	DM		
1954	100.0	1954	100.0
1955	118.1	1955	101.5
1956	125.3	1956	104.1
1957	134.0	1957	106.3
1958	140.0	1958	108.6
1959	161.5	1959	109.7
1960	160.7	1960	111.2
1961	147.0	1961	114.0
1962	159.9	1962	118.0
1963	163.2	1963	121.7

*Monthly Report of the *Deutsche Bundesbank* source for West German consumer price indexes.

⁽¹⁾See, for example, Ford Foundation, *Scholars' work and works*, 1963, p. 17; *State of the library art*, vol. 2, pt. 2, pp. 1-3.

British books have risen from 100 to 190 in the same period, American books from 100 to 156. The British figure in particular supports our contention that price increases affecting British libraries are greater than the German figure. While the figures given are those for book production as a whole, there is no reason to suppose that the cost of scholarly books has risen less in price; indeed, the indications are that it has risen more. Certainly, journal prices are rising steeply (see Annex A).

II. The recurrent grant

4. Considerations relating to the recurrent grant are concerned with books, journals, binding and sundries.

5. The basic cost of library provision depends first on the amount of literature published in each subject taught in the university (and to a lesser degree in each subject in which a collection is maintained, e.g. fine arts, theology, when the subject is not taught); secondly, on the extent to which the library serves as the laboratory for the subject (i.e. in the humanities more than in the sciences); thirdly, on the average cost of publications in the subject; and fourthly, on the depth and range of commitment in the subject.

6. Considering the matter from the point of view of the individual library, further criteria which are important in determining the level of recurrent expenditure are—

- (a) the number of subjects and branches of subjects in which teaching and research are carried on in the university;
- (b) the depth of research in each subject and the range of interests among the teaching staff—this is particularly applicable in disciplines where research is carried on by individuals rather than by teams or where there is a departmental research programme;
- (c) the extent to which the topography of the university necessitates the establishment of outlying subject libraries, which usually involve duplication;
- (d) special responsibilities, e.g. the existence of substantial special collections, collections of archives and manuscripts, and local responsibilities to outside bodies, e.g. to hospital authorities, agricultural research.

Duplication of materials for undergraduates is a separate problem to which reference is made below.

7. We have therefore begun our assessment of financial requirements by proposing a basic minimum standard annual allocation at present prices for a number of selected subjects which are commonly taught. These annual allocations are intended to cover current publications (books and serials), and have been arrived at by a quantitative sampling of the literature in various subjects, together with conclusions drawn from a consensus of opinion from a number of experienced university librarians.

It is to be emphasized that these are a selection of subjects which are not intended to add up to a total, though the allocations (excluding that for medicine) in fact almost amount to the sum which has been calculated on a different basis later in the document.

Architecture	..	..	..	..	..	..	..	..	£1,750 p.a.
Biology (botany, zoology, genetics, biochemistry)	..	..	..	..	..	..	..	..	4,500
Chemistry	..	..	..	..	..	..	..	..	3,000
Classics (incl. class. archaeology)	..	..	..	..	..	..	..	..	1,500
Economics & economic statistics	..	..	..	..	..	..	..	..	3,500
Education	..	..	..	..	..	..	..	..	750
Engineering (chemical, civil, electrical, mechanical)	..	..	..	..	..	..	..	..	5,000
Geography	..	..	..	..	..	..	..	..	1,500
Geology	..	..	..	..	..	..	..	..	1,500
History (British, European, American, * other *)	..	..	..	..	..	..	..	..	4,000

Languages & Literature:

English	..	..	..	..	..	..	..	..	2,000
French	..	..	..	..	..	..	..	..	2,000
German	..	..	..	..	..	..	..	..	1,800
Italian	..	..	..	..	..	..	..	..	1,500
Russian	..	..	..	..	..	..	..	..	1,200
Spanish (incl. some Spanish American literature)	..	..	..	..	..	..	..	..	1,200
Law	..	..	..	..	..	..	..	..	3,000
Linguistics	..	..	..	..	..	..	..	..	500
Management & Business Studies	..	..	..	..	..	..	..	..	1,500
Mathematics (incl. computer science & statistics)	..	..	..	..	..	..	..	..	1,500
Music (excluding discs and Sets of Scores)	..	..	..	..	..	..	..	..	2,000
Philosophy	..	..	..	..	..	..	..	..	750
Physics	..	..	..	..	..	..	..	..	3,000
Politics, international affairs	..	..	..	..	..	..	..	..	2,000
Psychology	..	..	..	..	..	..	..	..	1,000
Sociology & Social anthropology	..	..	..	..	..	..	..	..	2,500
Theology	..	..	..	..	..	..	..	..	2,000
Bibliography, reference, etc.	..	..	..	..	..	..	..	..	3,500

£59,950

(Note: Medicine has been excluded from the list since not all universities teach medicine, and medical libraries are frequently departmental libraries separate from the main collection. An adequate budget for medicine is thought to be £10,000.)

8. Still considering the grant for books and journals, there are a number of additional factors which must be taken into account in calculating an adequate grant. Subjects for which a library has, or will have, special responsibility require additional financial support. Important special collections, which are a significant factor in attracting scholars to the university, archive and manuscript collections, specialization within a national scheme similar to those already operating in the United States, Germany, and the Scandinavian countries, or within a closed group of libraries (e.g. those of the London Colleges), are examples of what the Sub-Committee has in mind as special responsibilities. Furthermore, at present special collections are frequently starved of money on account of more immediate needs. A Sanskrit and comparative philology collection at Queen's University, Belfast, has never been developed though there is a considerable interest in comparative philology connected with the study of the Celtic languages. £250-£300 should be spent currently on this collection. At Edinburgh University, about £300 is currently spent on the history of science collection, but it is considered that £750-£1,000 would be a more realistic figure to maintain the collection. At the same university, about £400 is spent annually on the European Communities collection, but about £2,000 p.a. is needed to support the University's special international seminars in this field.

9. An additional financial allowance must be made for the development of sub-libraries geographically remote from the main library where these are necessary. One librarian considered that it cost an additional £6,000 (excluding salaries) to maintain separate veterinary libraries, another that £1,600 (exclusive of salaries) was needed to maintain a separate biophysics library.

10. An entirely different factor which demands a fund additional to the basic standard is the duplication of text-books. It is essential that a collection of text-books and recommended reading is built up. Seminar and tutorial teaching involves the library in providing a wider selection of multiple copies for short periods of intensive use, as contrasted with the provision of a limited selection of recommended reading which might be done any time during the year in conjunction with a lecture course. The development of organized postgraduate work will also increase the demand for the

duplication of material for advanced seminar work. Libraries in Cambridge colleges may claim up to 30s. per student from the University Treasurer on a pound for pound basis, thus allowing for an expenditure of up to £3 per student. This would appear to us as not an excessive amount, when assessed against the grant to each student of £30 for books and stationery (totalling £90,000 p.a. for 3,000 undergraduates), or the departmental grant of £200 for equipment, etc. paid by the Department of Education and Science in respect of each postgraduate science student. It should be emphasized that even if students spent all the money allocated for books from their grant, there would still remain a need for duplication, because of the wide range of material used in some subjects (history, literary studies), or because of the high cost of books in others (law, science, medicine). As a general standard, multiple copies should be provided on the basis of one for ten students.

11. The proportion of the total book fund spent on binding appears to vary from 12 per cent. to 20 per cent. In view of the fact that the amount at present spent on binding is generally regarded as inadequate a figure of 25 per cent. of the grant for books and journals (excluding the grant for multiple copies) should be regarded as essential, particularly as the evidence before the Sub-Committee indicated that binding costs are increasing more rapidly than those for books and serials.

12. In addition to binding costs, libraries also set aside a sum for 'sundries', and we have reckoned 10 per cent. of the book grant as a reasonable proportion of the grant.

13. On the basis of these considerations, the Sub-Committee has arrived at the following model annual budget for books, journals, binding and sundries in an established library of 500,000 volumes for a university of 3,000 undergraduates, 1,000 research students and 500 teaching staff:

Books—16,000 volumes per annum at £2.10s. per vol.	..	£40,000
Journals—3,000 subscriptions at £7, giving 4,000 volumes		21,000
Multiple copies at £3 per student for 4,000 students	..	12,000
Binding	..	15,250
Sundries	..	9,805
Special collections	..	?
		£98,055

Notes: 1. This book grant assumes a unitary library, with no departmental or branch libraries, nor any amount for 'special responsibilities'.

2. The figures are based on the coverage of major subjects, which are not basically affected by larger numbers of staff and students, though the grant would increase with the number of subjects in which teaching and/or research is maintained.

3. Accessions by gift and exchange would be additional.

III. Non-recurrent grant

14. Among non-recurrent needs, paramount is the need to provide special funds for basic collections of undergraduate and research material for newly established departments or faculties; for new courses or new lines of research in existing departments; for stocking new undergraduate collections. Newly established lectureships frequently involve expenditure for a new range of library materials, including the purchase of sets of back numbers of serials, which are also necessary when new journal subscriptions are taken out to support new developments.

15. Special provision may be necessary to fill gaps in the library's holdings on the appointment of new professors whose particular academic interests have been neglected in the library by their predecessors. Non-recurrent allocations of £100 to £6,000 have been made for new heads of department, the actual sum varying according to the subject, but this practice needs to be extended, and adequate funds provided.

16. It is especially necessary in the new universities to buy earlier material to build up the library's holdings in special subjects, particularly in fields in which the library has assumed special responsibilities. Continental practice has been more generous than that in Britain: the new university at Regensburg has an annual grant of £200,000.

17. Money must be available for the purchase of substantial special items in the second-hand market, or from the libraries of distinguished scholars or collectors: this money should be available in a special central fund administered by the UGC or by some other appropriate body, and amounting to £100,000 p.a. It should be independent of the grant at present administered by the Victoria and Albert Museum.

18. In addition to the recurrent binding needs mentioned above (para. 11), funds are required for retrospective binding, since in most university libraries this has been neglected because of the need to use all available money for the purchase of books and journals. Estimates for rebinding existing collections vary according to the library from £50,000 to £250,000. A salutary example to university libraries is given by some of the larger public reference libraries whose stocks are on the whole incomparably better maintained. It should also be mentioned that the installation of air-conditioning in new buildings will reduce the need for rebinding in the future.

IV. Equipment

19. It must be emphasized that universities will have to finance library equipment on a much larger scale as technical developments affect library practice. The present routine replacement of typewriters, duplicating machines, etc. will be extended to tape-writers, photo-copying equipment, television installation and computer consoles.

This affects not only recurrent needs, but even more non-recurrent capital grants for the installation of e.g., closed-circuit television, additional microfilm reading equipment, data processing equipment, appropriate computer equipment. Furthermore, by using modern office equipment and techniques, libraries could use money more efficiently by providing more—and more useful—services to readers, e.g. in the mechanical production of periodical lists, subject lists and recent accessions lists.

Where geographical factors make it necessary, maintenance, running costs and routine replacement of transport, (e.g. a library bus at Reading, or the library van based on the depository in London) will have to be financed.

V. Staffing

20. The staffing of a library depends primarily on the rate of its accessions and the scope of its service to readers. Other factors include the degree of dispersal of service points, hours of opening, inherited methods (e.g. of cataloguing, of issue systems) inherited and inconvenient buildings, the scope of special collections, the importance of giving a full service to readers throughout opening hours (e.g. to graduate and external readers). The Librarian of Edinburgh estimates that for 1965-6, 52 per cent. of the total costs are accounted for by these factors. In considering library staffing, it is important to take into account the fact that 'library growth, unlike growth in most other parts of a university, is cumulative' (Paul Buck). Students come and go, but books remain on the shelves and have to be serviced.

21. Any basic standard for library staffing is subject to additions—like the book grant—on account of special factors. If present opening hours are greatly extended more staff will be required. The accessioning of major special collections requires additional cataloguing staff, and greater flexibility is needed when considering the need for appointing temporary staff for such purposes, or, for instance, in maintaining a good standard of service when loans to readers rise suddenly. The establishment of a new catalogue, e.g. the new subject catalogue at Glasgow, entails the appointment of more cataloguers and typing staff. The introduction of a new classification, or the

clearing of arrears in cataloguing and classification require staff additional to the normal establishment. Too many libraries have arrears because of parsimonious staffing—not least in the higher levels—and larger establishments are needed. New university libraries should be saved now from incurring arrears, otherwise unprocessed material will become in due course an unnecessary 'inherited burden'.

22. In order to ensure that the library's activities are carried out with the maximum activity, and that staff of the highest calibre available may continue to be attracted to, and remain in, library work, it is necessary to provide adequate opportunities for promotion and a range of library posts. This is not unconnected with the necessity to recognize what is at present a need to strengthen the 'central administration' in order to co-ordinate the work of the library divisions. At a lower level, technical divisions e.g. photographic and bindery units call for appropriate supervisory and clerical staff in addition to technical staff.

23. Lastly, it is important to stress the positive contribution of library staff to the work of the university. Members of the library staff should be able to develop their interests as scholars, cultivate a real intellectual awareness, and assist the teaching staff and students to achieve a more efficient and time-saving access to the bibliographical material they require, in response to a demand which continues to develop in depth and range. This is to be contrasted with the frustration of many staffs working in congested and inconvenient buildings, with inadequate book funds, subject to pressures from teaching staff for greatly increased resources unavailable with the present level of grant.

24. The following model estimates for library staffing are given, again for an established library of approximately 500,000 volumes in a university with 3,000 undergraduates, 1,000 research students and 500 teaching staff:

	A	B
Reader services	£20,100	£20,350
Processing of current accessions	34,050	34,100
Administration	6,050	6,050
	£60,200	£60,500

(see Annex C)

Note: These figures are based on

- (a) staffing a modern well-planned unitary library, without branch libraries;
- (b) the lack of any 'inherited burdens' (old catalogues, congested buildings, or older collections requiring servicing).

The Sub-Committee also worked out a budget for salaries based on current production in two libraries with difficult buildings. On this basis £88,750 p.a. was required for the staffing of a library of the size taken as the standard in this report. Indeed staff costs are increased roughly by about 50 per cent. in older libraries, with the usual inheritance of badly arranged buildings, and 'inherited burdens'.

25. The Sub-Committee recognizes that an annual budget of nearly £100,000 for books, periodicals and binding and £60,000 for staff is far in excess of what is now spent annually in a library of this size. Its conclusions are supported however by the recent German standards (see Annex D), the report by E. E. Williams on Canadian university libraries, and the current practice in Australian libraries.

ANNEX A (TO APPENDIX 8)

A SURVEY CARRIED OUT IN ONE UNIVERSITY LIBRARY

Annual Subscription Increases 1962-3-4

<u>SUBJECT</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1964</u>
<i>Social Sciences</i> (excluding law) (134 periodicals)	Control	5% Control	13% 7% Control	25% 17.5% 9%
Average subscription cost	£ 2. 10. 10.	£ 2. 13. 3.	£ 2. 17. 3.	£ 3. 2. 5
<i>Literature</i> (76 periodicals)	Control	3% Control	8.5% 5% Control	16.5% 13.3% 7.7%
Average subscription cost	£ 2. 0. 0.	£ 2. 1. 4.	£ 2. 3. 6.	£ 2. 6. 10.
<i>History</i> (60 periodicals)	Control	6.5% Control	12% 5% Control	18.4% 11% 5.7%
Average subscription cost	£ 2. 7. 9.	£ 2. 10. 10.	£ 2. 13. 5.	£ 2. 16. 6.
<i>Zoology</i> (54 Periodicals)	Control	15% Control	19% 3.4% Control	34.5% 17% 13%
Average subscription cost	£ 7. 1. 5.	£ 8. 2. 9.	£ 8. 12. 1.	£ 9. 10. 5.
<i>Chemistry</i> (45 Periodicals)	Control	13.5% Control	38.8% 23.5% Control	58.5% 39.7% 13%
Average subscription cost	£14. 18. 3.	£16. 8. 8.	£20. 18. 0.	£23. 13. 0.
<i>Geology</i> (33 Periodicals)	Control	7.3% Control	18.3% 10% Control	30.7% 21.5% 10.3%
Average subscription cost	£ 4. 15. 11.	£ 5. 3. 3.	£ 5. 13. 7.	£ 6. 5. 6.
<i>Physics</i> (36 Periodicals)	Control	10.4% Control	18.7% 7.4% Control	27% 24% 15.6%
Average subscription cost	£10. 12. 11.	£11. 15. 2.	£12. 12. 6.	£14. 11. 10.

<i>Veterinary Medicine</i> (57 Periodicals)	Control	6.2% Control	11.4% 4.1% Control	22.5% 14.3% 8.6%
Average subscription cost	£ 5.13. 5.	£ 5.19. 4.	£ 6. 4. 4.	£ 6.15. 0.

The Queen's University of Belfast

Average cost of Periodical Subscriptions 1964/5

General (including Bibliography)	£ 7. 0. 0.	Applied Science	£ 7. 2. 0.
Arts	2.18. 0.	Agriculture	6. 4. 0.
Economics	3. 5. 0.	Pre-clinical Medicine	9. 5. 0.
Law	6. 4. 0.	Medicine	7. 4. 0.
Science	10. 0. 0.	General average	6.12. 0.

ANNEX B (TO APPENDIX 8)

ANNUAL OUTPUT OF BOOKS IN THE SOCIAL SCIENCES
AND UNIVERSITY LIBRARY COVERAGE

On the basis of a sample survey (one page in 10) of the volumes of the *International Bibliography of the Social Sciences* for 1962 (Economics, Political Sciences and Sociology but not Anthropology) the annual output of books (above 50 pp.) in Western Languages was estimated as follows:

	In English	In other Languages	Total
Economics	930	790	1,720
Sociology	670	430	1,100
Political Science	780	350	1,120

It would be reasonable to assume that a British University Library should obtain $\frac{2}{3}$ of the books in English and $\frac{1}{3}$ of the books in foreign languages. This would suggest the following intake and corresponding expenditure on the basis of an average price of £2.10.0. per title:

	Intake	Expenditure
Economics	916	£2,340
Sociology	585	1,462
Political Science	637	1,592

This coverage does *not* include Demography, Social Psychology and Statistics except marginally. There is a certain overlap between the volumes but it is also clear that total coverage is far from complete.

COSTS OF STAFFING NOTIONAL UNIVERSITY LIBRARY

The following are the estimated costs of staffing a notional established unitary university library with a stock of 500,000 volumes serving a community of 3,000 undergraduates, 1,000 postgraduates and 500 academic staff, having an annual intake of 20,000 volumes of which 4,000 are serials representing 3,000 titles.

The median salaries for each grade (given in brackets) take into account the university's contributions for superannuation, national insurance, etc., but *not* London allowance.

A.

	<i>Current accns.</i>	<i>Reader service</i>	<i>Other</i>	<i>Total</i>
	£	£	£	£
<u>Graduate staff</u>				
1 Librarian	1,000	1,000	2,500	4,500
1 Deputy Librarian	1,000	1,000	1,000	3,000
	2,000	2,000	3,500	7,500
1 Administrative Assistant			1,750	1,750
			5,250	9,250
12 Assistant Librarians (median salary £1,750), all subject specialists but some with important functional responsibilities:				
1 Assistance to readers	750	1,000	—	1,750
6 Supervision of reading rooms	6,000	4,500	—	10,500
1 co-ordination of cataloguing	1,500	250	—	1,750
4 others	6,500	500	—	7,000
	14,750	6,250	—	21,000
<u>Non-graduate staff</u>				
9 Senior Assistants (£1,200)				
1 Ordering	1,200	—	—	1,200
4 Cataloguers	4,800	—	—	4,800
1 Accessions lists	1,200	—	—	1,200
1 Binding preparation	1,200	—	—	1,200
1 Inter-library loans	—	1,200	—	1,200
1 Photocopying	—	1,200	—	1,200
	8,400	2,400	—	10,800
15 Assistants and Junior Assistants (£700):				
2 Accessioning books	1,400	—	—	1,400
2 Current serials	1,400	—	—	1,400
1 Binding preparation	700	—	—	700
1 Inter-library loans	—	700	—	700
9 Issue desk, reading room and book-stack duties	—	6,300	—	6,300
	3,500	7,000	—	10,500

	<u>Current</u> <u>accns.</u> £	<u>Reader</u> <u>service</u> £	<u>Other</u> £	<u>Total</u> £
<u>Clerical staff</u>				
1 Senior clerk (£800): Secretary to Librarian	200	200	400	800
7 Junior clerks (£600):				
1 Secretary to Deputy Librarian	200	200	200	600
1 Assistant Librarians' correspondence	600	—	—	600
1 Correspondence with booksellers	600	—	—	600
4 Cataloguing	2,400	—	—	2,400
	3,800	200	200	4,200
<u>Technical staff (library only)</u>				
1 Photographic technician (£800)	—	800	—	800
1 Junior technician (£450)	—	450	—	450
		1,250		1,250
<u>Attendants, etc.</u>				
2 Porters, etc. (£600)	200	800	200	1,200
2 Attendants (£600): book-plating, stamping, etc.	1,200	—	—	1,200
	53	Totals	34,050	20,100
			6,050	60,200

B. Alternative estimates for Staffing

1 Librarian	1,000	1,000	2,500	4,500
1 Deputy Librarian	1,000	1,000	1,000	3,000
1 Administrative Assistant	—	—	1,750	1,750
	2,000	2,000	5,250	9,250
3 Sub-Librarians (£2,000):				
1 Acquisitions				
1 Cataloguing				
1 Reader Services	4,000	2,000	—	6,000
7 Assistant Librarians (£1,500):				
1 Ordering books				
1 Periodicals				
1 Government publications				
1 Cataloguing				
1 Reader Services				
1 Binding & Photography				
1 Reference	6,000	4,500	—	10,500
	10,000	6,500	—	16,500

	<u>Current</u> <u>accns.</u>	<u>Reader</u> <u>service</u>	<u>Other</u>	<u>Total</u>
	£	£	£	£
13 Senior Assistants (£1,200):				
1 Ordering	1,200	—	—	1,200
8 Cataloguing	9,600	—	—	9,600
1 Accessions	1,200	—	—	1,200
1 Binding preparation	1,200	—	—	1,200
1 Inter-library loans	—	1,200	—	1,200
1 Photocopying	—	1,200	—	1,200
	13,200	2,400	—	15,600
The remainder as A				
TOTALS	34,100	20,350	6,050	60,500

ANNEX D⁽¹⁾ (TO APPENDIX 8)

ETAT-MODELL FÜR EINE UNIVERSITÄTSBIBLIOTHEK

Buchkauf

1. Zeitschriften: insgesamt 3,850, und zwar

1,200 deutsche Zeitschriften,
Durchschnittspreis 54 DM 64,800 DM

2,650 ausländische Zeitschriften, davon:

1,150 A-Zeitschriften
Durchschnittspreis 65 DM 74,750 DM
1,500 B-Zeitschriften
Durchschnittspreis 47 DM 70,500 DM

210,050 DM ~210,000 DM

2. Fortsetzungen und Serien

105,000 DM

3. Monographien

180,000 DM

4. Antiquaria

25,000 DM

Buchkauf insgesamt:

520,000 DM

Einband

130,000 DM

Insgesamt

650,000 DM

Zusätzlich zu dieser Summe müssen jährlich neu zu berechnende Mittel für Lehrbücher zur Verfügung stehen.

Personal

Wissenschaftlicher Dienst	14
Diplom-Bibliothekare (gehobener Dienst)	36
Bibliothekarische Hilfskräfte (mittlerer Dienst)	
und Verwaltungskräfte	36
Bibliothekstechnischer Dienst (einschl. Magazindienst)	24
Buchbinderei	5
Photostelle	4

Insgesamt 119

⁽¹⁾ Empfehlungen des Wissenschaftsrates zum Ausbau der wissenschaftliche Einrichtungen. Teil II: Wissenschaftliche Bibliotheken. 1964, pp. 148-149.

Aufgabenverteilung:

Wissenschaftlicher Dienst

Direktion
 Leitung der Hauptabteilungen
 Erwerbsabteilung
 Katalogabteilung
 Benutzungsabteilung
 Leitung der Sondersammlungen
 (z. B. Handschriften, Musikalien)

Referate:

Theologie, Philosophie, Pädagogik
 Altertumswissenschaft
 Kunst, Buch- und Bibliothekswesen
 Germanistik
 Anglistik, Romanistik
 Slawistik, Orientalistik
 Rechts- und Staatswissenschaften
 Wirtschafts- und Sozial-
 wissenschaften
 Geschichte, Geographie, Völkerkunde
 Medizin
 Mathematik, Exakte Natur-
 wissenschaften
 Beschreibende Naturwissenschaften
 Angewandte Naturwissenschaften

Diplombibliothekare und bibliothekarische Hilfskräfte, Bibliothekstechnischer Dienst

Diplom- Bibliothekare und biblio- thekarische Hilfskräfte		Bibliotheks- technischer Dienst
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Verwaltung	4	4
Erwerbung	16	
Katalogabteilung		
Alphabetischer Katalog	13	} 3
Sachkatalog	6	
Gesamtkatalog der Hochschule	5	
Benutzung		
Ortsausleihe	7	
Fernleihe	3	
Lesesäle	6	3
Auskunftsstelle	4	
Signierstelle	2	
Magazin	1	10
Einbandstelle	4	
Stempel-, Beschriftungs- und Klebestelle	1	3

Appendix 9

SUPPLEMENTARY SCONUL REPORT OF THE SUB-COMMITTEE ON STANDARDS IN UNIVERSITY LIBRARIES

1. The Sub-Committee, having submitted on 15th July 1965 their main report on Financial Standards, were asked by the full Conference, meeting at Newcastle in September 1965, to discuss further aspects of library provision that might be assessed in terms of notional formulae. In particular, the following topics were suggested for their consideration:

- (a) the relationships between recurrent income and capital needs, especially in terms of buildings
- (b) the factors to be taken into account in determining a stock retirement programme, and its relevance to co-operation in depository libraries
- (c) the question of limitation of the size of a library
- (d) the possibility of expressing the needs of a university library in terms of unitary assessments, perhaps on a capitation basis
- (e) the possibility of indicating standards of book provision, subject by subject, such that below them scholars would not be able to carry out satisfactorily their twin duties of teaching and research
- (f) the desirability of expressing standards in terms rather of assessing the efficiency of a library's services than of estimating an ideal level of expenditure.

2. On the last of these topics the Sub-Committee had the benefit of a memorandum from Dr. Urquhart⁽¹⁾, a copy of which is appended to this report. Its general thesis they found attractive in the abstract; such standards would be truly apposite to the purposes of a library, and truly objective in the sense that they would be independent of variations in prices and automatically related to variations in the scope and range of interests of different universities. But they felt that the inherent difficulties of achieving objective measurements—since the evidence available would be entirely subjective, having its origin in the reader's own awareness (often very imperfect) of his real needs, and depending for its very expression upon his temperament—were such as to cast serious doubts on the validity of this approach to the problem.

3. In reaching this conclusion members of the Sub-Committee had it in mind that a university library has a duty to satisfy, within reason, future as well as current needs, and to be capable of meeting potential demand rather than only that which achieves actual expression. The factors, therefore, which have to be considered in seeking a formula are, on the one hand, the actual books published, and, on the other, the range of studies pursued in the university and the readers who make use of the library.

4. The Sub-Committee therefore next turned their attention to topic (e) in the list quoted above—the possibility of indicating minimum standards of book provision, subject by subject, below which scholars would not be able to prosecute teaching and research satisfactorily. They believe that investigation along these lines offers the best hope of achieving a realistic assessment of the true needs of a university library; but they have to record with regret that in the time at their disposal it has not been possible to make much progress in this direction, beyond the empirically derived suggestions made in para. 7 of their original report.

⁽¹⁾Attached as an Annex to this Appendix.

5. The question next arises whether a serviceable formula for general guidance can be worked out on the sole basis of the one remaining factor, the readers who make use of the library. In investigating this point the Sub-Committee were constantly made aware of the remarkable extent to which the circumstances of different libraries, and the needs of different groups of readers, could vary. The ratio of postgraduate to undergraduate students is far from constant; and, though some relationships between numbers of undergraduates and numbers of teaching staff can be predicted over a wide field, certain specific fields of study—e.g. veterinary medicine—show considerable variation from the norm; and no link with numbers of research staff is readily discernible. Again, as was indicated in the Sub-Committee's first report, wide variations exist not only in the range of subjects taught in different universities, but also in the total output of books and journals in different subjects, and in the average cost per volume in different subjects (e.g. in Fine Art as compared with English Literature). Another variable which affects the library's needs is the pattern of teaching; increasing reliance on the tutorial method has produced increasing demands on library resources and services by undergraduate readers. The geographical layout of a university, too, needs to be taken into account; where decentralization is necessary there may have to be considerable expenditure on the duplication of books and journals, and this must be considered also. The extent to which it is called upon to give service to other institutions—e.g. new universities, neighbouring colleges of technology and colleges of education, teaching hospitals—differs greatly from one university to another; so also does practice in relation to graduates of the university and to external readers in general.

6. It is therefore with great reluctance that the Sub-Committee venture on offering any kind of formula for assessing the book-grant needs of a library. They accept, however, that, of all the factors enumerated above, the size and composition of the library's readership most easily lends itself as the basis for a serviceable rule-of-thumb formula—provided always that this formula is regarded as for use only in the round, and not for the calculation of specific allocations (e.g. to individual departments), and that it is clearly realised that the special circumstances of particular libraries may make it inapplicable to them without considerable modification. The Sub-Committee suggest, then, a basic formula in which *each undergraduate is counted as 10 units, and each postgraduate student or member of the teaching and research staff as 75 units.* ('Privilege' readers are omitted from the calculation, on the ground that their use of the library is not a part of its intrinsic purpose, however valuable it may be to them). The monetary value to be assigned to each unit will of course vary as prices change; at current prices it might not unreasonably be taken as £1. (And in this connexion it should be noted that in recent years the annual rate of increase in costs has been about 10 per cent.)

7. The Sub-Committee were unable to formulate any constant relationship between numbers of readers and requirements for staffing. In their first report they produced figures which might be interpreted as suggesting an ideal ratio between book-grant and salaries of 100:60. No such formula was intended; the establishment quoted was a purely notional ideal for a unitary library of a certain size, housed in a modern well-planned building, and with no 'inherited burdens' of old-fashioned methods or records incomplete or in need of revision. Probably no existing library conforms to these conditions. Cramped or rambling buildings, multiplication of service points, legacies of uncatalogued or imperfectly catalogued gift collections, out-of-date and cumbrous procedures afflict the older libraries; the newer ones have special problems in coping with exceptionally rapid development. *In present circumstances, therefore, the Sub-Committee feel that a ratio of 50:50, or even 45 (book grant):55 (salaries) is probably more realistic.* They are not, however, persuaded that the cost of services will always bear a fixed relation to the cost of acquisitions.

8. A great deal of study was devoted to the possibility of costing particular groups of activity. Attempts were made, for instance, to work out a formula for the staffing of service points; but it was found that conditions differ too radically to make this

possible. Variables include the quality and amount of seating accommodation in relation to student and staff numbers, the siting of the library in relation to traffic routes, the traditional patterns of library use, reliance on branch and departmental libraries or on other local resources such as public or learned society libraries, the charging system used, the regulations governing loans, division of labour among the staff, and hours of opening. A similar attempt to cost book-processing activities (acquisition, cataloguing, classification) was frustrated by the wide variation in systems used and in methods of organizing the work, as well as by the arbitrary limitations imposed by the design of buildings and such factors as the accessibility of the catalogue. *Almost the only constant which emerged from this study was a relationship between the size of a library and the unit cost of both processing and service activities in that library. The larger the one, the greater the other.*

9. This conclusion may seem to indicate inefficient management, since it runs counter to general experience in industry and commerce. But the economies of large-scale enterprise in these fields are due in large measure to the greater standardisation which it makes possible, to the development of bulk purchasing methods and of mass-production techniques, and to the scope afforded for rational division of labour. The nature of library service is very different. Whatever the size of the unit, its activities remain for the most part 'one-off' transactions; the purchase of a single copy of a book, the making of an individual record of that book, the location of a particular item of information for an individual reader. None of these is susceptible to bulk-handling techniques and the economies which they offer; on the contrary, all continue to involve individual search in catalogues, indexes and other types of record, or on the shelves, which inevitably becomes slower as the bulk of the records increases and as the area occupied by the collection grows. True the large unit can make greater use of unskilled or semi-skilled staff for routine duties; but much (if not all) of the resulting saving is offset by the necessary transfer of senior staff from productive work to new activities of supervision and organization. In the world of university libraries the true benefits of greater size are found not in more economical operation but in greater serviceability to the user, who has access to a richer pasture.

10. One very serious deficiency in the current staffing pattern of British university libraries in general became clear in the course of the Sub-Committee's investigations. There is an urgent need almost everywhere for additional staff of high quality and adequate experience to give training in the use of libraries and bibliographical instruction in the literature of particular subjects, to co-ordinate the development of the library's collections in specific subject fields, and to produce and publish catalogues of special holdings wherever they exist. The paramount importance of this service is well brought out in Dr. Urquhart's memorandum, and the Sub-Committee endorse his comments on it.

11. Even in a completely stable situation libraries have an inbuilt compulsion towards growth, since it is only within a narrow range of textbook material that new books render older ones completely obsolete. It follows that limitation of their growth in absolute terms would result in serious and progressive reduction of their direct usefulness to their readers. Such a course the Sub-Committee regarded as unthinkable. They did, however, see some possibility of controlling the *rate* of growth, if universities generally found it possible to co-ordinate into a coherent national plan their special interests in particular subject areas; but they wish to stress that such co-ordination must come first, since libraries must follow and serve the teaching and research activities of their institutions. Indeed, in the current phase of rapid expansion of higher education, the need for this service on the part of university libraries, and consequently the pressure on them to grow rapidly, was seen to be more urgent than ever, since the great copy-right libraries, which formerly had been able to satisfy most of the demand from scholars for works not held by their own libraries could not cope with the far greater volume of such demand that was now to be expected. Moreover, it was noted that

complete access to external resources was more difficult in the field of the humanities than in science and technology, where bibliographical organization was better developed. The Sub-Committee accordingly wish to stress the special importance of providing in each university library strong research collections in the humanities and social sciences, to enable research to continue in term as well as in vacation, and by the power of suggestion to enrich its scope.

12. Control of the rate of growth, though ultimately dependent (as suggested above) on the co-ordination of teaching and research, might in the Sub-Committee's view be further aided by greater emphasis on selective retirement programmes, under which seldom-used items of no special value or importance could be transferred to storage on a co-operative basis, surplus copies being discarded. Members thought it preferable that such storage should be in university libraries themselves (each agreeing to accept 'last loanable copies' in specific subject fields, which would serve to strengthen the library's own collection in these fields and attract specialist scholars); whereas material stored in central or regional depositories would be relatively inaccessible to all participating libraries, and increasingly so as the parcel post service continues to deteriorate.

13. At the same time, the Sub-Committee considered that the question of selective retirement of books must be approached with caution rather than enthusiasm. Universities have a paramount responsibility to preserve the heritage of past cultures and constantly to re-interpret them to contemporary ages; and it is their libraries, more than any other instrument, which enable them to discharge this responsibility. Retirement programmes must take account of this fact, and also, as hinted above, of the important part played in creative research in the humanities by the inspirational effect of free access to well-stocked shelves.

Summary of Findings and Recommendations

14. The efficiency of a university library consists in its ability to meet not merely the expressed demands of its current users as they arise, but rather the reasonable potential needs of present and future generations of scholars.

15. Support is urgently required for a thorough investigation, subject by subject, into the minimum provision necessary to enable teaching and research to be carried on satisfactorily.

16. A rule-of-thumb formula that might prove serviceable for the time being is derived from numbers of students and staff—each undergraduate being counted as 10 units, and each postgraduate student or member of the teaching or research staff as 75 units.

17. Unit costs tend to be higher in a large library, but its potential value to the reader is greater also.

18. Numbers of senior library staff with bibliographical knowledge and training need to be increased, if the potential value of existing collections is to be fully realised.

19. While some control of the rate of growth of libraries may ultimately be possible through prior co-ordination of the range of specialised studies followed in particular universities, the immediate need is for more rapid growth of collections to enable research in the humanities and social sciences to proceed in term as well as in vacation.

20. No standard formula for calculating staffing requirements is thought possible, owing to great variations in circumstances. Depending on the place concerned, the level of salary costs that can be accepted as reasonable may be anything from 60 per cent. to 125 per cent. of expenditure on acquisitions. In present conditions, it will more usually be near the higher end of that range.

21. This report should be read in conjunction with the Sub-Committee's earlier main report. It should be noted, too, that its suggested formulae are applicable to established libraries, rather than to new foundations.

March, 1966

A NOTE ON SERVICE STANDARDS FOR UNIVERSITY LIBRARIES

(by D. J. URQUHART)

Although few attempts have been made to assess the standard of service available in University Libraries, it is clear from even a casual acquaintance with them that the available services vary considerably. The question thus arises whether it is possible to set down minimum standards.

It has been suggested that a suitable standard may be based on an expenditure formula related to the number of students, departments and so on. Such a standard would be artificial and would not cater for existing differences nor for changing circumstances such as changing price levels, an increase in research activities and the increasing output of literature. Rather it seems to be desirable that any standards should be based on more fundamental considerations.

It appears that such standards might be derived from a consideration of the functions of a University Library system.

Fundamentally these are two-fold

- (1) to ensure that the would-be reader is aware of what literature exists which may interest him;
- (2) to supply the literature the reader requires.

The first function leads to two requirements

- (a) the Library must have an adequate collection of the guides to the literature;
- and
- (b) the reader must be assisted to use these guides.

The first requirement is not difficult to satisfy nor to check but there are probably a few University Libraries which do not meet it. The second requirement is probably not adequately met in any University Library at present at least in the sciences. In this field it appears that every new postgraduate student needs a seminar of five to ten hours on the use of scientific literature. Probably something similar is required in other subject fields. Subsequently of course the research reader will need day-to-day assistance with his problems. The staff requirements for the latter are somewhat difficult to calculate but possibly the subject-specialist library staff required for this purpose could be assessed on the basis that they devote a fraction of their time (say a quarter) to the preparation of lectures and to lecturing to new research students, using the normal basis of lecture hours per week which applies to academic staff.

Initially, since few academic staff appear to have a proper understanding of the structure of, and guides to, scientific literature, a more liberal allowance for library staff for this purpose should be made so that the academic staff could be included in the seminars. During the initial period it should be possible to assess more precisely the library staff requirements for this purpose.

A standard for the second function, that of supplying the literature required, has in effect to take into account two factors

- (a) the availability of literature within the University Library system;
- and
- (b) the supplementary services for providing literature from elsewhere.

It is clear that different standards may be required for undergraduates and for graduates. What these standards should be it is difficult to say because little is known about the efficiencies of existing University Library services. To proceed, the best thing appears to be to set down provisional standards and then to investigate whether the numerical values in the standards are satisfactory. Possibly more important than the numerical values in the standards is their form. As far as undergraduates are concerned the standard might be of the form:

95 per cent. of the items legitimately required should be ultimately available from within the University Library system and 85 per cent. should be available on demand. Of the items not held by the University Library 80 per cent. should be available within one week.

Such a standard could be made to cover the supply of reference copies of prescribed books. These are necessary because of the remoteness of some students' accommodation from the University and the impossibility of students carrying all their books with them.

The main effect of using such a standard would be to bring to the surface the degree of duplication required. For teaching staff and research students a common standard might be used. This might be of the form:

At least 85 per cent. of all normal items required should be immediately available from the University Library system. At least 90 per cent. of all items required should be available from the University Library system either immediately or after a delay. (This will mainly be due to items being on loan when required.) Of the remainder at least 80 per cent. should be available within one week and in all 90 per cent. within one month.

Such standards as these could be applied to the different broad subject fields covered by the departments (e.g. physics but not the conductivity of heat). There appears to be no sound reason why different standards should be applied in different subject fields. The standards could not of course be applied to requests for such things as manuscripts or early printed books.

The result of applying them would no doubt reveal that the Library provision in certain Universities was generally appreciably below the standards given. In other Universities the different supply situation in different subject fields would be apparent.

A review of this data would indicate whether the position should be corrected by annual grants or special grants. As far as the supplementary services are concerned the overall supply position in the sciences is about up to the standard but in the humanities and social sciences the position regarding availability and speed is below that indicated. The point is that any attempt to apply such standards would indicate what part of the library services needed attention.

The use of these standards would involve University Libraries in devoting some effort to discovering what the position was in their Libraries. This would occupy some staff. Unfortunate as this may be, it can no longer be maintained that those attempting to provide services should not measure how successful they are. The data obtained would be of value in helping the Librarians to administer and develop their Libraries. It would help them, whilst not eliminating the need of advice from their academic colleagues, to make an objective assessment of that advice.

Even with such standards there is still likely to be some disparity between the services in different Universities. In part those University Libraries which give more help in assisting readers to discover what exists, will need better collections to meet their needs. There is considerable justice in this. It would help to emphasize the importance of reader service in academic Libraries.

N.L.L.

27th September, 1965



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Report of the Committee on Libraries

Correction

Page 156 - Paragraph 625 has been omitted and is to read:

'These two last points indicate that in real terms the cost of maintaining relative standards in university libraries may rise faster than other university costs. Thus an allocation of a fixed share of university revenue to libraries would entail a relative decline in library standards.'

University Grants Committee

December 1968

LONDON: HER MAJESTY'S STATIONERY OFFICE

UNIVERSITY GRANTS COMMITTEE

Report of the Committee on
LIBRARIES



HER MAJESTY'S STATIONERY OFFICE

1967

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(July, 1963 to September, 1965).

FOREWORD

BY SIR JOHN WOLFENDEN *Chairman of the University Grants Committee*

The Committee on Libraries was set up in July, 1963, and has now submitted its Report.

There can be no doubt about the importance of providing Universities with library services which are adequate to the needs of their students and staff. But books and periodicals are expensive and, with the great increase both in the number of Universities and in the total University population, it is important that library services should be organised in the most effective and economical way possible. This Report gives a valuable and comprehensive survey of the situation and deals with a wide range of topics connected in one way or another with University libraries. Some of its recommendations are expressions of view on questions of policy which could not be fully covered in an enquiry of this kind and which fall outside the field of responsibility of the University Grants Committee. On those proposals which fall within its field the University Grants Committee will have to consider, when the Report has been examined by the Universities and other bodies concerned, what action it can usefully take in the light of the financial resources available.

Meanwhile my colleagues and I wish to express our gratitude to Dr. Parry and his colleagues for the time and effort which they have devoted so generously to their task.

March, 1967.

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LIST OF ABBREVIATIONS USED

ARL	Association of Research Libraries (USA)
Aslib	Association of Special Libraries and Information Bureaux
AUT	Association of University Teachers
BNB	British National Bibliography
BUCOP	British Union Catalogue of Periodicals
CAT	College of Advanced Technology
CNA A	Council for National Academic Awards
DES	Department of Education and Science
HILC	Hampshire Inter-Library Center (USA)
MEDLARS	Medical Literature Analysis and Retrieval System
MILC	Mid-West Inter-Library Center (USA) (now Center for Library Resources)
NCL	National Central Library
NEDL	New England Deposit Library (USA)
NLL	National Lending Library for Science and Technology
NUS	National Union of Students
SCOLLUL	Standing Conference of Librarians of the Libraries of the University of London
SCOLMA	Standing Conference on Library Materials on Africa
SCONUL	Standing Conference of National and University Libraries
SOAS	School of Oriental and African Studies, University of London
UGC	University Grants Committee